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ABSTRACT

A study was conducted to determine which aspects of guidance programs in New York State's secondary institutions are most effective in helping individual students make appropriate vocational program choices. Data, collected through a series of site visits, included results of administrator and counselor interviews, student surveys, and reviews of guidance activity checklists. Survey results indicated a need for flexibility in the provision of vocationally oriented experiences for students in various types of schools. Schools were involved with surrounding communities to varying extents, and the character of the communities had great influence on the occupational programs of schools. Counselors perceived value in all activities related to gathering information on vocations. Activities they considered most helpful to students involved contacts with local community colleges and 4-year colleges and universities. Percentages of students involved in "very helpful" activities were low. Student responses showed that guidance counselors, the counseling process, and parental advice were influencing factors in the decision-making process. The need for counseling at the point of choice was reported by administrators, counselors, teachers, and students. (Site descriptions and survey forms are appended.) (YLB)

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VOCATIONAL GUIDANCE

for

OCCUPATIONAL CHOICE

A Study of Effective Program Practices

Technical Report

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PREFACE

This Technical Report is intended for use by researchers and evaluators who are concerned with the improvment of vocational guidance in secondary schools. The report describes research procedures, data gathering methods, and results of the study, Vocational Guidance for Occupational Choices: A Study of Effective Program Practices.

Preliminary findings of the study were presented in an abstract published in 1979 and widely distributed to State and local level guidance and occupational education personnel in New York State. Single copies of the abstract and of this report are available from:

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ACKNOWLEDGMENTS

The study was designed and coordinated by staff of the Bureau of Occupational Education Research (BOER). Field interviews were conducted by members of the New York State Vocational Guidance Association (NYSVGA) under a service contract between the State Education Department and the New York State Personnel and Guidance Association. Persons representing both agencies cooperated in the analysis of data and in writing the project report. The publication was developed under provisions of the Vocational Education Act of 1968 (P.L. 88-210), and 1976 Amendments (P.L. 94-482).

Initially, supervision of the project was conducted by the late G. Geraldine Dixon, Associate in Education Research and a past Vice President of the New York State Personnel and Guidance Association. Subsequently, Alan G. Robertson, Chief of the Bureau, acted as primary project supervisor. Data analysis and interpretation were carried out by George Appleton, Associate Professor, Department of Counselor Education, The State University College at Brockport. Dr. Appleton and Martin Smith, President, NYSPGA 1977-78, also developed a working draft document of data and findings which served as the basis for development of the abstract and technical report. Preparation of the Technical Report was coordinated by Dorothy H. King, Associate, BOER.

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I. INTRODUCTION

A general recognition that the time had come to evaluate vocational guidance programs within the New York State school system prompted this study. Assessing program quality and effectiveness had become vital at a time when economic conditions were deteriorating in the United States. The effect of this deterioration as a primary force in the contraction of national growth and development also hindered individual opportunity for employment. An evaluation of guidance practices would stress the effect changing economic conditions have on the effectiveness of existing guidance practices, and the need for revised practices to accommodate to changing demands on education.

To meet this need, this study of the effectiveness of vocational guidance practices in New York State's secondary institutions was initiated. Major emphases were placed on 1) the policies affecting school vocational guidance programs and counseling practices, and 2) the impact of selected program activities on students' decisions to enter occupational programs at the secondary and postsecondary levels.

Purpose of the Study. The purpose of the study was to determine which aspects of a school's guidance program are most effective in helping individual students make appropriate vocational program choices. Administrators, counselors and students were asked to identify the aspects of their institutions' guidance programs which were most helpful in such student decision making. Emphasis was placed on 1) students' decisions to elect or not to elect an occupational education high school program of study, and 2) the students' decisions to apply or not to apply to a program of occupational education at the postsecondary level.

Statement of Objectives. The objectives of the study were:

1. to identify the aspects of secondary school guidance programs which were most helpful to students in making occupational education program choices, as "helpfulness" was perceived by administrators, guidance personnel and students;

2. to determine whether there were significant differences in the perceived effectiveness of selected guidance program activities among and between a) students who either elected or decided not to elect an occupational education high school program of study, and b) similar groups of students at the 12th grade level who were deciding whether or not to apply for a program of occupational education at the postsecondary level;

3. to determine whether there were significant differences between the perceptions of administrators/counselors and the ratings by students, of the effectiveness of selected guidance activities in student decision making.

Review of Literature. A cursory review of the literature indicated that there is a scarcity of research which deals with specific vocational guidance activities and their effect on the choices secondary and postsecondary students make regarding occupational education. On the other hand, an overwhelming amount of research has been devoted to a broad evaluation of the effect of career education programs, in various school systems and at various grade levels, on immediate and lifelong career decision making.

Occupational education concerns itself primarily with job entry education at the secondary and postsecondary (sub-baccalaureate degree) levels. The philosophy basic to occupational education might be characterized as vocationalism. It is carried out primarily through the teaching-learning and student replication process. There is substantive emphasis on specific job skills. Education is emphasized as preparation for work.

Clues to factors which influence quality may be found in some of the current literature. Research on student needs in career development, for example, indicates that these needs are related to the improvement of basic academic skills as well as to work habits and work values. The most critical needs are for the student to accept responsibility in the career decision process and to understand how self-concept influences success on the job. Here vocational counseling bridges the gap between career education and occupational education, one of its major tasks.

II. DESIGN AND METHODOLOGY

Data for the study were collected through a series of site visits, during the 1977-78 school year, to a stratified sample of secondary schools in New York State. The data included results of 1) administrator and counselor interviews, 2) student surveys, and 3) reviews of guidance activity checklists. A narrative report summarized the findings of each site visit. Interviewers received training in the purposes and practices of field interviewing and assisted in final reviews of the evaluation forms and questionnaires developed for the site visits.

Description of the Sample

The sample of schools selected for site visits was stratified to include 1) area secondary facilities operated by Boards of Cooperative Educational Services (BOCES), 2) city school districts offering occupational education programs, and 3) "feeder" schools to area centers in various parts of the State. The sample was designed to include three BOCES centers, one each from rural, affluent suburban, and non-affluent suburban settings. Additional data were gathered from "feeder" school districts sending pupils to the centers. The sample of city high schools included:

a. a big city comprehensive high school with college preparatory and occupational education programs;

b. a small city high school which enrolled both vocational and academic students;

c. a vocational high school outside New York City;

d. a comprehensive high school in New York City; and

e. a vocational high school in New York City

In selecting feeder schools for a given BOCES geographic area, enrollment figures of feeder high schools, grades 10-12, were obtained from the State Education Department's Basic Education Data System (BEDS). The three high schools in each area with the highest and the lowest enrollment in these grades were selected as potential sampling units. One of the high schools with the highest and one with the lowest enrollment were invited to participate in the study as feeder schools. Representatives of the BOER, the NYSVGA, the Bureau of Guidance, and the

Information Center on Education cooperated in the selection of sample schools. The varying sizes and ethnic distribution of the high school and BOCES populations reflect the diversity of population groups in New York State. The schools selected are described in Appendix A, Description of Sites (p. 38).

Narrative reports of the field interviews contain descriptions of local communities as background information for the interpretation of survey data. Additional information on guidance services and related school programs is a part of the Descriptions. All interviews were conducted during May, 1978 by guidance counselors, some of whom have retired, or counselor educators of long experience. All interviewers were trained for the purposes of the study by BOER staff.

Description of Survey Forms

Part I of the Student Survey Form was completed by interviewers who directly questioned students attending the 15 high schools participating in the study. The interviews included high school students who were asked to complete the form at their BOCES centers. Of the 183 students, 89 were boys and 94 were girls. Tenth graders numbered 46, and there were 47 eleventh and 90 twelfth graders. In Part II, students were asked to provide some personal data and to rate each activity on the School Guidance and Related Activities Checklist on a Likert three-point "helpfulness" scale (see Appendix B, Survey Forms).

School Guidance and Related Activities Checklist. This form listed each activity carried out at high schools and BOCES centers in New York State that could be identified as an occupational education guidance decision-making activity. These guidance activities were grouped under four headings: speakers at the schools; group visits (i.e., visits of school groups to various locations); other school programs; and students' personal experiences. Staff members of each high school, such as counselors, guidance coordinators, principals or assistant principals, college advisors, or directors of pupil personnel services were asked to complete the Checklist. Three types of information were requested: the number of times each type of activity occurred during a typical year at the school; the percentage of all students who participated in each activity each year; and the responder's rating of the effect of each activity on student choice of occupational major.

Administrator or Counselor Interview Schedule. The Schedule was administered orally by an interviewer to one administrator or counselor in each school surveyed.

Counselor, Director of Guidance or Assistant Principal Survey. Using a personal interview technique, this survey was administered to the one person in each institution in the sample who had responsibility for guidance program development and supervision. Responders were asked to indicate their perception of the degree of usefulness of each program development and each administration and/or supervision practice in helping students make career choices. Forty-two items were rated on a four-point Likert scale (see Appendix B).

Following administration of the Counselor, Director of Guidance or Assistant Principal Survey, interviewers completed a Field Data Collector Narrative Report for each school visited. This form was used to report, in narrative form, interviewers' perceptions of the school student body, program and community (see Appendix B for Survey Forms and Appendix A for Descriptions).

Data Analysis

In the summary of data, both numerical and percentage computations are given for Part I of the Student Survey, Questions 1 through 7, with the student population grouped according to school type. Students in comprehensive vocational schools are treated as two groups, one group made up of students taking a vocational program and the other group composed of students taking either general or college preparatory programs.

Data collected from Part II , Question 8, of the Student Survey were examined for student responses, both grouped and ungrouped. In addition, the frequencies for the sample of 15 counselors were examined.

Following this, the data were examined in cross tabulations comparing responses of counselors with those of students, grouped by school type and by grade level, and ungrouped. Cross tabulations of 10th and 12th graders were set up. Also, in order to highlight changes which may occur in the meaning of experiences in the eleventh grade, responses of 10th and 11th grade students were combined and were compared to those of 12th graders.

Following compilation of the frequency distributions and cross tabulations, the data were summarized in tabular form with a short narrative summary at the end of each table. Hierarchies of significant activities for six of the groups being examined were set up, and differences in the hierarchies were noted.

III. FINDINGS AND RESULTS

This section of the report presents the results of the field interview and questionnaire administration. The section is organized by type of activity, such as review of school guidance activity checklists, results of interviews, and others.

Student Survey. Part I of the Student Survey extracted student demographic and program data. Tables I through VII are preceded by the Questions, reflect the data count, and are followed by brief explanations of the findings.

Q. 1. Are you a male or a female?

TABLE I

STUDENT SURVEY SAMPLE BY SEX

School Type	Male		Female		Total	
	No.	%	No.	%	No.	%
Comp.-Voc.	41	50.6	40	49.4	81	44.3
BOCES	13	36.1	23	63.9	36	19.6
Feeder	35	53.0	31	47.0	66	36.1
Total Students	89		94		183	
Percent of Total		48.6		51.4		100.0

Table I shows the composition of the survey sample by sex of students and type of school. Of the 81 comprehensive-vocational high school students, 22 males and 13 females were enrolled in a college/general curriculum.

Q. 2. What is your current grade level?

TABLE II

STUDENT SURVEY SAMPLE BY GRADE LEVEL

School Type	10th		11th		12th		Total	
	No.	%	No.	%	No.	%	No.	%
Comp.-Voc.	18	22.2	19	23.5	44	54.3	81	44.3
BOCES	4	11.1	15	41.7	17	47.0	36	19.6
Feeder	24	36.4	13	19.7	29	43.9	66	36.1
Total Students	46		47		90		183	
Percentage of Total		25.1		25.7		49.2		100.0

Table II indicates that nearly half of the students surveyed were in the twelfth grade. Of the 44 comprehensive-vocational high school seniors, half were in the college/general program and half were occupational students.

Q. 3. a. What is the occupation of the principal wage earner in your family?
b. Is more than one family member employed?

TABLE III (a)

STUDENT SURVEY SAMPLE BY PARENT OCCUPATION

School Type	Professional		White Collar		Skilled		Unskilled		Unemployed		No Ans.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Comp.-Voc.	5	6.2	20	24.7	29	35.8	17	21.0	5	6.2	5	6.2	81	44.3
BOCES	3	8.3	9	25.0	12	33.3	4	11.1	3	8.3	5	13.9	36	19.6
Feeders	9	13.6	24	36.4	22	33.3	8	12.7	2	3.0	1	1.5	66	36.1
Total Students	17		53		63		29		10		11		183	
Percent of Total		9.4		28.9		39.4		15.8		5.4		6.1		100.0

TABLE III (b)

STUDENT SURVEY SAMPLE BY NUMBER IN FAMILY EMPLOYED

School Type	More Than One		One Or Less		No Ans.		Total	
	No.	%	No.	%	No.	%	No.	%
Comp.-Voc.	36	44.4	16	19.8	29	35.8	81	44.3
BOCES	28	77.8	3	8.3	5	13.9	36	19.6
Feeders	41	62.1	9	13.6	16	24.2	36	36.1
Total Students	105		28		50		183	
Percent of Total		57.4		15.3		27.3		100.0

More than half of the students (57.4 percent) reported that more than one family member was employed. More than two-thirds of the principal wage earners worked in either white collar or skilled occupations.

Q. 4. What was your last years' average grade for all subjects?

TABLE IV

STUDENT SURVEY SAMPLE BY AVERAGE GRADE
1976-1977

School Type	90 or Above (A)		80-89 (B)		70-79 (C)		65-69 (D)		Below 65 (F)		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Comp.-Voc.	18	69.2	44	55.4	17	31.5	1	20.0	1	100.0	81	44.3
BOCES	0	0	19	14.6	16	29.6	1	20.0	0	0	36	19.6
Feeder	9	30.8	34	35.1	21	38.9	3	60.0	0	0	66	36.7
Total Students	26		97		54		5		1		183	
Percent of Total		14.2		53.0		29.5		2.7		0.5		100.0

Over half of the students surveyed (53 percent) were classified as "B" students while 96.7 percent performed at average "C" level or above.

Q. 5. In which of the following areas will you receive your high school diploma?

TABLE V

STUDENT SURVEY SAMPLE BY HIGH SCHOOL DIPLOMA

School Type	Gen. Prog.		Voc. Occ.		Coll. Prep.		No Ans.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Comp.-Voc.	11	39.3	43	44.3	24	49.0	3	33.3	81	44.3
BOCES	8	28.6	21	21.6	7	14.3	0	0	36	19.7
Feeder	9	32.1	33	34.0	18	36.7	6	66.6	66	36.1
Total Student	28		97		49		9		183	
Percent of Total		15.3		53.0		26.8		4.9		100.0

Table V shows that more than half of the students surveyed (53 percent) expected vocational-occupational diplomas and an additional 26.8 percent were in a college preparatory program.

Q. 6. Do you plan on continuing your education after high school graduation?

TABLE VI

STUDENT SURVEY SAMPLE BY PLANS AFTER GRADUATION

School Type	4-Year College		2-Year College		Training Program		Military		Will Not Continue		Undecided		No Ans.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Comp.-Voc.	13	30.6	1	16.7	7	100.0	11	42.3	18	48.6	0	0	29	50.9	81	44.3
BOCES	12	24.5	2	33.3	0	0	6	23.1	9	24.3	1	100.0	6	10.5	36	19.7
Feeder	22	44.9	3	50.0	0	0	9	34.6	10	27.0	0	0	22	38.6	66	36.1
Total Students	49		6		7		26		37		1		57		183	
Percent of Total		26.8		3.3		3.8		14.2		20.2		10.5		31.1		100.0

Nearly one-third of the students surveyed did not respond to the question on plans after graduation, while more than one-third plan to attend college or enter other training after graduation.

Q.7. Rate each of the following according to how helpful they were to you in choosing your major program during high school. Table VII displays each of the groups by rank.

Table VII

DEGREE OF HELP IN CHOOSING MAJOR PROGRAM

Source	Very Helpful			Somewhat Helpful		
	No.	%	Rank	No.	%	Rank
Parents	75	40.9	2	160	87.4	1
Relatives	19	10.4	5	96	52.5	5
Friends	42	23.0	4	132	72.1	4
Teachers	47	25.7	3	139	80.0	3
Guidance Counselors	78	42.6	1	151	82.5	2

Students were asked to rate the "helpfulness" of parents, friends and school personnel in choosing their major program in high school, using a four-point Likert scale. The data show that 87.4 percent of the students considered parents to be at least "somewhat helpful" in choosing a high school major. More than half of the students (52.5 percent) considered other relatives to have been at least "somewhat helpful", while 72.1 percent felt that friends had been helpful. Eighty percent of the students surveyed felt that teachers had been either "somewhat helpful" or "very helpful", while 82.5 percent put guidance counselors in one of these categories.

School Guidance and Related Activities Checklist. The Checklist was completed by a counselor or by the director of counseling in each school surveyed. The tabulation of responses is presented in Table VIII, and indicates the number of times each activity was practiced and the percent of students participating, by school type and by total number of schools. The responses to the number of times each activity took place in a typical year ranged from one or no times to 100 times, while the percent of students participating ranged from none to 100 in a typical year. Activities showing the greatest number of incidences of use included dispensing current job information, use of bulletin boards, and having speakers from community colleges, while the activities showing greatest student participation included hearing vocational education speakers, visits to high or area school occupational programs, and homeroom activities.

Counselors also were asked to rate each activity on a three-point Likert scale, indicating their opinions of the degree of "helpfulness" the activity is to students making occupational choices. The data were ranked by number of responses which received a "very helpful" rating within each activity category (e.g., speakers, group visits). The rankings, shown in Table IX, indicate that, in the "speakers" category, representatives of business and technical schools and of colleges were considered by the counselors to be most helpful to students in making program choices. The "number of activities" column indicates that these resources were used 723 times in a typical year. Visits by representatives of the Armed Services were rated "very helpful" by seven of the counselors, as were visits from representatives of businesses, plants, and industries. However, the number of activities using representatives of the military as speakers is higher than the number of activities involving speakers from either business or technical schools or colleges which may tend to distort the "helpfulness" of an individual visit.

In the "group visits" category, 66.7 percent of the counselors rated field visits to businesses as being "very helpful", with visits to colleges also scoring well. However, only 40 group visits were made to business with 26 percent of all students participating, while the same percent of students took part in 105 visits to BOCES, rated as "very helpful" by only 40 percent of the counselors.

Examination of the counselors' ratings of experiences listed under "Other School Programs" indicates that individual counseling ranks highest as an activity which is helpful in program decision making associated with vocations. (There is general agreement on this among the groups of students, with the exception of the college preparatory group. An explanation of this may be simply that this latter group is not involved with vocational decision making at this point, the process having been postponed as an objective of college-bound high school students who are not ready to choose education for a specific vocation).

Table VIII

SCHOOL GUIDANCE AND RELATED ACTIVITIES
CHECKLIST RESPONSES BY SCHOOL TYPE

	Activity	School Type: Comp.-Voc. No.*	Comp.-Voc. %**	BOCES No.*	BOCES %**	Feeder No.*	Feeder %**	Total No.*	Total %**
	SPEAKERS								
H1	Alumni	5	31.0	7	45.0	6	37.3	6	31.0
H2	BOCES	2	10.0	-	-	2	34.0	2	29.7
H3	Business	5	24.0	4	43.3	10	23.0	6	28.0
H4	Business or Tech. School	10	17.0	4	7.5	11	32.3	10	20.5
H5	University (4 Year)	17	28.3	-	-	49	30.0	33	29.1
H6	Community College (2 Year)	12	18.8	4	22.5	13	11.2	11	16.9
H7	H.S. Occ. Program	1	100.0	-	-	-	-	1	100.0
H8	Military	11	16.9	3	25.0	12	13.4	10	16.9
H9	Parents	5	21.7	-	-	3	4.0	4	14.8
H10	Plant or Industry	6	20.0	8	59.5	3	5.0	6	29.1
H11	Skilled Crafts	4	13.3	7	99.0	-	-	24	34.8
H12	Union Representatives	3	13.3	-	-	1	5.0	22	11.2
	GROUP VISITS								
H13	BOCES	1	10.0	-	-	5	30.0	15	26.0
H14	Businesses	2	33.3	2	50.0	4	4.3	3	26.6
H15	Business or Tech. School	2	13.3	-	-	4	5.0	3	11.2
H16	Colleges/Universities	7	21.0	-	-	2	12.5	6	18.6
H17	Community Colleges	4	13.5	-	-	3	5.0	4	12.3
H18	H.S. Occ. Programs	1	100.0	-	-	-	-	1	100.0
H19	Plant or Industry Tours	2	27.5	9	12.5	2	6.5	4	15.0
	OTHER H.S. PROGRAMS								
H20	Bulletin Board	-	69.5	25	99.0	63	75.0	54	77.6
H21	Career Education	4	64.5	-	-	40	63.5	22	63.7
H22	Career Fair	2	3.8	1	20.0	-	-	2	31.0
H23	Current Job Information	-	-	99	75.0	54	60.0	69	68.3
H24	Day in Industry	1	17.5	6	5.0	51	7.5	2	11.0
H25	Discuss Jobs in Class	1	35.0	15	60.0	45	66.3	3	56.9
H26	Exploratory Occ. Program	10	50.0	-	-	9	50.0	10	50.0
H27	Media	6	25.5	15	75.0	9	51.0	9	57.1
H28	Group Counseling	3	43.3	18	70.0	10	62.5	8	57.0
H29	Guidance Occ. Programs	2	30.0	-	-	2	48.3	2	39.1
H30	Homeroom Guidance Activities	-	100.0	-	-	-	-	-	100.0
H31	Individual Counseling	4	66.6	-	100.0	6	6.2	5	75.6
H32	Aptitude Testing	3	37.5	-	-	3	43.0	3	45.5
H33	Interest Testing	20	15.3	-	-	18	60.0	18	43.2
H34	Post High School visits	-	18.3	-	-	100	22.6	100	10.5
H35	Job Survey in Community	-	-	-	-	2	5.0	2	5.0
H36	Voc. Resources Library	20	30.0	-	100.0	1	30.0	21	44.0
	PERSONAL EXPERIENCES								
H37	Disc. Friends	16	12.5	100	-	-	-	44	12.5
H38	Disc. Relatives	8	12.5	20	-	-	-	14	12.5
H39	Parental Advice	6	4.0	100	-	-	-	53	40.0
H40	Part-time Jobs	38	12.0	40	20.0	-	45.0	39	22.3
H41	Personal Reading	2	3.0	50	-	-	-	26	3.0
H42	Summer Jobs	52	31.0	40	20.0	-	60.0	47	35.5

*Average number of times each activity takes place per year
**Average percentage of students participating in activities

TABLE IX

COUNSELOR HIERARCHY OF ACTIVITIES
(Rated "Very Helpful")
by Counselors

Activity	No. Rating Very Helpful	Av. No. Times Activity/Yr.	No. Activities	Av. Percent of Student Participation
SPEAKERS				
Bus. Tech. Sch.	11	10	124	20.5
Colleges/Univ. (4 Year)	11	33	453	29.1
Community College (2 Year)	11	11	146	16.9
Military	7	10	130	16.9
Business	7	7	86	28.0
Plant or Industry	7	6	51	29.1
Alumni	6	6	72	36.0
BOCES	5	2	10	29.7
Skilled Crafts	4	25	24	34.8
H.S. Occ. Programs	3	1	2	100.0
Parents	3	4	21	14.8
Union Representatives	2	2	9	11.2
GROUP VISITS				
Businesses	10	3	40	26.0
Community College	8	4	33	12.3
Colleges/Univ.	7	6	40	18.6
BOCES	6	15	105	26.0
Business or Tech. School	6	3	14	11.3
Plant or Industry Tours	5	4	30	15.5
H.S. Occ. Programs	2	1	1	100.0
OTHER SCHOOL PROGRAMS				
Individual Counseling	10	5		75.6
Career Education	8	22		63.7
Current Job Information	8	69		68.3
Discuss in Class	8	28		56.9
Group Counseling	7	8		44.0
Vocational Resource Library	7	21		44.0
Bulletin Board	6	54		77.6
Media	6	9		51.1
Aptitude Testing	6	3		45.5
Career Fair	5	2		31.0
Exploratory Occ. Programs	5	10		50.0
Guidance Occ. Program	5	2		39.1
Day in Industry	4	2		11.0
Interest Testing	4	18		43.3
Homeroom Guidance Activities	3	-		100.0
Job Survey Community	2	2		5.0
PERSONAL EXPERIENCES				
Part-time Jobs	6	39		22.3
Disc. Friends	4	44		12.5
Parental Advice	4	53		40.0
Summer Jobs	4	48		35.5
Discussion Relatives	3	14		12.5
Personal Reading	3	26		3.0

Career education in academic classes, current information about jobs, and discussing jobs with students in class were all rated as "very helpful" by counselors. Large percentages of students also were exposed to these influences.

None of the activities reported in the "personal experiences" category was rated by more than 40 percent of the counselors as being "very helpful" to students in making career choices. However, some schools did not report information either on number of times specific activities were utilized or on percentages of students involved.

A number of sites reporting on the guidance activities checklist indicated that 100 percent of the students were involved in a given activity. In some categories, at least four sites reported 100 percent participation of students in some activities, while at least two sites reported 100 percent participation of students in a total of six activities. Nevertheless, the number of school sites not finding it possible to give specific data indicates a lack of formalized data collection and reporting procedures. Therefore, it was necessary to report the information on the checklists in two ways, one showing the number of times an activity was conducted at particular sites, and the other showing the activity as "on-going" or "as needed" at specified locations. For example, vocational resource libraries were used by students 621 times at three sites, were referred to as an "on-going" program at seven sites, and were used "as needed" at two sites.

Student Survey, Part II, Rating of Related Activities. Frequencies for counselors, for all students and for students grouped into comprehensive-vocational, college general, BOCES, and feeder school categories are shown in Tables X through XIII. The activities are grouped, as they were on the survey form, under the headings, Speakers, Group Visits, Other School Programs and Personal Experiences. Rank order was determined by the number in each group who described the activity as being "very helpful". As with Part I of the Student Survey, brief narratives follow each of the tables.

Reference to Table X indicates that the degree of student interest in speakers representing parents, BOCES, and business/technical schools is high. Speakers from alumni, business/industry organizations, community colleges, high schools, and skilled crafts received approximately the same degree of student attention, although they were ranked below the top three.

There was a striking difference between counselor and student ratings of the effectiveness of visits by the military. Without exception, the military was rated at the lower end of the scale by students either grouped according to school or treated as a whole. No explanation is offered for this, but the discrepancy merits the attention of guidance program planners. The fact that plant representatives, school alumni, representatives of skilled crafts, and representatives of BOCES seem to contact more students and to be rated higher in importance by the students than by counselors is also worthy of note.

Table XI, which presents the data on responses to group visits, also reflects the point that visits to BOCES installations allowed for a higher percentage of participation on the part of the students and were rated by the total student group as the most helpful activity on the "Visits" section of the checklist.

TABLE X

SPEAKERS RATED "VERY HELPFUL"

Activity	Counselors			All Students				College General			
	No.	%	Rank		No.	%	Rank	Rank Dif.		No.	%	Rank	Rank Dif.
Bus.Tech.Sch.	11	73.3	1.0	BOCES	38	20.8	1.0	-6.0	SkilledCraft	7	87.5	1.0	-7.0
Comm.Coll.	11	73.3	1.0	Parents	21	11.5	2.0	-7.5	Alumni	4	100	1.2	-4.8
Military	7	46.7	4.0	Bus.Tech.Sch.	17	9.3	3.0	-2.0	Bus. Spkr.	4	100	1.2	-2.8
Business Ind.	7	46.7	4.0	Alumni	16	8.7	6.0	.0	Comm.Coll.	4	66.7	1.2	-0.3
Plant, Ind.	7	46.7	4.0	Business	16	8.7	6.0	+5.0	Parents Spkr.	4	100	1.2	-8.3
Sch. Alumni	6	40.0	6.0	Comm. Coll.	16	8.7	6.0	+5.0	Unions	3	100	6.5	-4.5
BOCES	5	33.3	7.0	H.S. Occ.	16	8.7	6.0	-3.5	H.S.Occ.TEACH	3	100	6.5	-3.0
SkilledCraft	4	26.7	8.0	SkilledCraft	16	8.7	6.0	+2.0	BOCES	2	50	8.5	+1.5
H.S.Occ.Prog.	3	20.0	9.5	Plant	11	6.0	9.0	-5.0	Plant Rep.	2	50	8.5	+4.5
Parents	3	20.0	9.5	Unions	2	1.1	10.0	-1.0	Military	1	100	10.5	+6.5
Unions	2	13.3	11.0	Military	1	0.5	11.0	+7.0	Tech.Sch.	1	87.5	10.5	+9.0

	Comp.-Voc.				BOCES				Feeders				
	No.	%	Rank	Rank Dif.		No.	%	Rank	Rank Dif.		No.	%	Rank	Rank Dif.
Bus.Tech.Sch.	11	64.7	1.0	-.5	BOCES	10	35.7	1.0	-.5	BOCES	10	35.7	1.0	0
Comm.Coll.	10	62.5	3.0	+1.5	Parents	5	31.3	2.5	-7.0	Alumni	8	50.0	2.0	-.0
H.S.Occ.	10	62.5	3.0	-6.5	SkilledCraft	5	31.3	2.5	-5.5	Parents	6	28.6	3.0	-6.5
SkilledCraft	10	62.5	3.0	-5.0	Business	3	18.8	4.0	0	Business	5	31.3	4.0	0
Parents	10	47.6	5.0	-4.5	Tech.Sch.	4	23.5	5.0	-3.5	Tech.Sch.	4	23.5	6.0	+4.5
BOCES	8	28.6	7.0	0	Comm.Coll.	4	25.0	6.5	+5.0	Comm.Coll.	4	25.0	6.0	+4.5
Business	8	50.0	7.0	+3.0	H.S.Occ.Prog.	4	25.0	6.5	-3.0	H.S.Occ.Prog.	4	25.0	6.0	-3.5
Plant Rep.	8	72.0	7.0	-3.0	Plant Rep.	1	9.1	8.5	+4.5	Plant Rep.	1	9.1	8.0	+4.0
Alumni	7	43.8	9.0	+3.0	Union	1	6.3	8.5	-2.5	SkilledCraft	1	6.3	9.0	+1.0
Military	1	0.6	10.0	+6.0	Alumni	0	0.0	10.5	+4.5	Union	0	0.0	0.0	-
Unions	0	0.0	11.0	0	Military	0	0.0	10.5	+6.5	Military	0	0.0	0.0	-

* A category for speakers from 4-year colleges and universities was ranked number two in the counselor survey. This category was omitted from the student survey and has been omitted from the comparison of responses.

Rank differences may be helpful in identifying differences in speaker and student perceptions of the helpfulness of each activity in student decision making. The signs indicate whether the activity is rated by counselors as higher than (+) or lower than (-) the student group. Due to the small size (N=8), the vocational student sample has been omitted from this Table.

An examination of the ranking by counselors and by students of the "helpfulness" of speakers representing different groups indicates wide variation in counselor and student perceptions; for example, only three of the first five "speakers", by counselors, appeared in the first of any of the student groups (i.e. Business/Technical School, Business/Industry and Community College). On the other hand "parents" appeared in the top five of every student group, but ranked next to last with counselors.

TABLE XI

GROUP VISITS RATED "VERY HELPFUL"

Activity	Counselors			All Students				College General			
	No.	%	Rank		No.	%	Rank	Rank Dif.		No.	%	Rank	Rank Dif.
Businesses	10	90.9	1.0	BOCES	38	20.8	1.0	-3.5	BOCES	4	80.0	1.0	-3.5
Comm. Coll.	8	72.7	2.0	Coll/Univ.	27	14.8	2.0	-1.0	Plant Visits	3	75.0	4.0	-2.0
College/Univ.	7	63.6	3.0	Comm. Coll.	22	12.0	3.0	+1.0	H.S.Occ.Prog.	3	75.0	4.0	-3.0
BOCES	6	54.5	4.5	Business	15	8.2	4.5	+3.5	Univ.	3	75.0	4.0	+1.0
Bus.Tech.Sch.	6	54.5	4.5	Other H.S. Occ.	15	8.2	4.5	-2.5	Business	3	75.0	4.0	+3.0
Plant	5	45.4	6.0	Bus.Tech.Sch.	13	7.1	6.0	-1.5	Tech. Sch.	3	60.0	4.0	-.5
H.S. Occ.Prog.	2	10.9	7.0	Plant	8	4.4	7.0	+1.0	Comm. Coll.	1	50.0	7.0	+5.0

	Comp-Voc.				BOCES				Feeders				
	No.	%	Rank	Rank Dif.		No.	%	Rank	Rank Dif.		No.	%	Rank	Rank Dif.
Coll./Univ.	14	51.9	1	-2.0	BOCES	16	42.1	1	-3.5	BOCES	15	39.5	1	+3.5
Business	10	66.7	2	+1.0	Comm. Coll.	9	40.9	2	0	Coll./Univ.	8	29.6	2	+1.0
Bus.Tech.Sch.	9	69.2	3.5	-1.5	Coll./Univ.	5	18.5	3	0	H.S. Occ.Prog.	6	40.0	3	-4.0
Comm. Coll.	9	40.9	3.5	+1.5	Businesses	4	26.7	4.5	+3.5	Comm. Coll.	4	18.2	4	+2.0
BOCES	7	18.4	5.0	+1.5	H.S. Occ.Prog.	4	26.7	4.5	-3.0	Bus.Tech.Sch.	3	23.1	5	+.5
H.S. Occ.Prog.	5	33.3	6.5	-.5	Plant Visits	2	25.0	6	0	Businesses	1	6.7	6.5	-5.5
Plant Visits	5	62.5	6.5	+.5	Bus.Tech.Sch.	1	7.7	7	+2.5	Plant	1	12.5	6.5	+.5

In their perceptions of the "helpfulness" of group visits, counselors were close to all students as well as to some student groups. All of the four highest ranked categories (by counselors) also fell into four highest rankings of all students and BOCES students. Counselors appear to be attuned to students perceptions on this measure.

In the "Other School Programs" category, Table XII, individual counseling was rated as a "very helpful" activity by both counselors and student groups (with the exception of college/general students). Group counseling, career education and discussions also were rated as being "very helpful" by most groups. Unfortunately, less than two-thirds of the students were exposed to these activities, compared to over three-fourths of students exposed to bulletin boards which were rated lower on the "helpfulness" scale by all groups of students.

Mention should be made of the fairly high rank given to the vocational resource library by counselors. Students, generally, valued this resource somewhat differently, with those involved in a college preparatory program ranking this resource as equal to career education in helpfulness and other groups awarding lower rankings. Fewer than half of all students used the library (44 percent).

When rating the effect of personal experiences, Table XIII, counselors rated part-time jobs as the most helpful activity for the student making vocational decisions. The other activities, although all were seen as important, were ranked as being nearly equal in level. However, it is interesting to note that the counselor-respondents to the questionnaire saw the greatest percentage of students as receiving parental advice (40 percent) and yet ranked it as being influential in the decision making process below discussions with friends and part-time jobs. Students perceived parental advice as ranking highest as a helpful activity in making vocational decisions.

Some generalizations seem to be in order:

1. Students regarded BOCES speakers from occupational programs as generally more helpful than did counselors.

2. Representatives of the military or armed forces were not seen as "helpful" by the students in general, but their impact was generally seen as "very helpful" by the counselors.

3. Speakers from business and technical schools were seen as more helpful by the counselors than by the students.

4. Parents, as speakers, were generally seen as more helpful by the students than by the counselors.

5. There was general agreement between students and counselors on the value of group visits to the various locations covered by the survey.

6. Counselors tended to see visits to BOCES schools as being less helpful than did the students and visits to businesses as being more valuable.

7. Students from all groups, with the exception of students taking general or college preparatory programs in vocational-comprehensive schools, regarded individual counseling as the single most helpful activity included among the sixteen activities listed.

8. Discussions in class ranked second for the students and fourth for counselors on the "helpfulness" measures.

TABLE XII

OTHER SCHOOL PROGRAMS RATED "VERY HELPFUL"

Activity	Counselors			All Students				College General			
	No.	%	Rank		No.	%	Rank	Rank Dif.		No.	%	Rank	Rank Dif.
Ind. Couns.	10	66.6	1	Ind. Couns.	66	36.1	1	0	Voc.Res.Lib.	6	42.9	1.5	-4.1
Career Ed.	8	53.3	3	Discussions	42	23.0	2	-11	Career Ed.	6	54.	1.5	-1.5
Current Inf.	8	53.3	3	Career Ed.	39	21.3	3	0	Current-Job.	5	50	4.0	+1.0
Discussions	8	53.3	3	Group Couns.	37	20.2	4	-1.5	Explor. Prog.	5	41.	4.0	-7.0
Group Couns.	7	46.6	5.5	Media	34	18.6	5	-3.0	Guid.Occ.Prog.	5	38.5	4.0	-7.0
Voc.Res.Lib.	7	46.6	5.5	Career Fairs	27	14.8	6	-5.0	Discussions	4	33.3	5.0	+2.0
Bulletin Board',	6	40	8.0	Explor.Prog.	25	13.7	7	-4.0	Day in Ind.	3	50	7.0	-5.5
Media	6	40	8.0	Voc.Res.Lib.	23	12.6	8	+2.4	Aptitude Ind.	3	33.3	7.0	-1.0
Aptitude	6	40	11.0	Guid.Occ.Prog.	22	12.0	9.5	-1.5	Job Survey	3	21.4	7.0	-9.0
Career Fair	5	33	11.0	Bulletin Bd.	22	12.0	9.5	+1.5	Bulletin Bd.	2	20.0	12.5	+4.5
Explor.Prog.	5	33	11.0	Survey-Job	19	10.4	10.4	-5.0	Career Fair	2	40.0	12.5	+1.5
Guid.Occ.Prog.	5	33	11.0	Interest Ind.	17	9.3	9.3	-1.5	Media	2	20.0	12.5	+4.5
Day in Ind.	4	26.6	13.5	Day in Ind.	16	8.7		-.5	Homeroom Act.	2	18.2	12.5	-2.5
Interest	4	26.6	13.5	Aptitude	12	6.6	14	+6.0	Group Couns.	1	14.3	14.5	+9.0
Homeroom Act.	3	20	15.0	Homeroom Act.	6	33.0	15	0	Ind. Couns.	1	33.3	14.5	+13.5
Survey Job.	2	13.3	16.0	Current Inf.	2	1.1	16	+13.0	Interest Test	0	0	16.0	+2.5

Comp-Voc.					Feeders				
	No.	%	Rank	Rank Dif.		No.	%	Rank	Rank Dif.
Ind. Couns.	28	42.4	1	0	Ind. Couns.	23	34.8	1.0	0
Discussions	23	54.8	2	-1.0	Group. Couns.	13	35.1	2.0	-3.5
Explor.Prog.	22	88.0	3	-8.0	Career Ed.	12	30.8	3.0	0
Career Ed.	21	53.8	4	+1.0	Discussions	11	26.2	4.0	-1.0
Media	19	55.9	5	-3.0	Career Fair	10	37.0	5.0	-6.0
Group Couns.	17	45.9	6	-.5	Media	9	26.5	6.0	-2.0
Voc.Res.Lib.	15	65.2	7	+1.4	Guid.Occ.Prog.	7	31.8	7.0	-4.0
Career Fair	14	51.9	8	-3.0	Day in Ind.	6	37.5	8.0	-5.5
Bulletin Bd.	12	54.5	9.5	+1.5	Bulletin Bd.	5	22.7	9.0	+1.0
Survey-Job	12	63.2	9.5	-6.5	Aptitude	4	33.3	11.5	+3.5
Guid.Occ.Prog.	8	50.0	11	-1.0	Interest Test	4	33.3	11.5	-2.0
Day in Ind.	8	50.0	12.5	-1.0	Job Survey	4	21.1	11.5	-4.5
Aptitude	8	66.7	12.5	+4.5	Voc.Res.Lib.	4	17.4	11.5	+6.0
Interest	7	41.2	14	+.5	Explor.Prog.	2	8.0	14.0	+3.0
Homeroom Act.	4	66.7	15	0	Homeroom Act.	0	0	15.5	+.5
Current Inf.	0	0	16	+13.0	Current Inf.	0	0	15.5	+12.5

Due to small samples and/or data inaccuracies, the categories of Vocational and College General students have been omitted from this table. Counselors, all students and two student subsamples showed the importance of individual counselling, while the College/General student group did not.

TABLE XIII

PERSONAL EXPERIENCES RATED "VERY HELPFUL"

Activity	COUNSELORS				ALL STUDENTS				
	No.	%	Rank			No.	%	Rank	Rank Dif.
Part-time Jobs	6	85.7	1.0		Parental Adv.	83	51.6	1.0	-2.0
Discussions/Friends	4	44.4	3.0		Pers. Read.	78	54.5	2.0	-3.5
Parental Adv.	4	50.0	3.0		Summer Jobs	66	52.4	3.0	0
Summer Jobs	4	66.7	3.0		Part-time Jobs	65	48.1	4.0	+3.0
Discussion Rel.	3	33.3	5.5		Disc. Friends	64	38.6	5.0	+2.0
Personal Read.	3	60.0	5.5		Disc. Relatives	47	32.2	6.0	+.5

Activity	COMP-VOC.				FEEDERS				
	No.	%	Rank	Rank Dif.		No.	%	Rank	Rank Dif.
Parental Adv.	42	50.6	1.0	-2.0	Parental Adv.	31	37.3	1.0	-2.0
Pers. Read.	40	51.3	2.0	-3.5	Summer Jobs	28	42.4	2.0	-1.0
Part-time Jobs	32	49.2	3.0	+2.0	Pers. Read.	20	35.4	3.0	-2.5
Summer Jobs	28	42.4	4.0	+1.0	Disc. Friends	18	28.1	4.5	+1.5
Disc. Friends	26	40.6	5.0	+2.0	Disc. Rel.	18	38.3	4.5	-1.0
Disc. Relatives	25	52.2	6.0	+.5	Part-time Jobs	23	35.4	6.0	+5.0

Because of unsufficient data, the samples for Vocational, College General and BOCES students have been omitted from this table. Counselors believed that part-time jobs and discussions with friends were more important than did any student groups.

9. Career education was also seen as helpful, ranking third from the top of the list for students when all groups were considered, and second from the top by the counselors.

10. Group counseling was seen as being among the six top activities in degree of helpfulness, although students of the comprehensive vocational schools did not rate group counseling as being very helpful.

Data on percentage of students involved in any particular experience begs the question of why more students were not involved in activities rated as "very helpful" either by counselors or by students. There was some indication that experiences were open only to students in certain grade levels, thus restricting student participation. This practice would certainly limit the number of students who could make use of the resources. For example, the assumption that decisions associated with vocations are carried on only in the upper grades is clearly not based on fact. It would seem advisable to allow students access to information which would be helpful in the decision-making process earlier in their school careers. The question of why more students are not participating in activities rated as "very helpful" remains unanswered.

The need for accurate record-keeping on the part of the schools was indicated by this study. Along with this need is one related to maintaining systematic evaluation procedures. Much information has doubtless been lost to this research effort because respondents were not able to make the estimates required by the questions.

Counselors, Directors of Guidance or Assistant Principal Survey Form. In an attempt to clarify policies and philosophies basic to the guidance program, this form was administered to one administrator in each of the 15 schools surveyed (Appendix B).

The form asked for responses to various statements about activities and philosophies which may help students make decisions about occupational education programs. Responders were asked to rate each of 36 items on a four-point Likert scale ranging from "Very Useful" to "Not Relevant". Opportunity for open ended responses also was given.

A review of the responses indicated that the items listed in Table XIV were considered "very useful" in helping students make decisions about occupational education by at least 8 out of the 15 respondents.

TABLE XIV

DEGREE OF USEFULNESS
OF ACTIVITIES BY NUMBER
OF RESPONDENTS

Statement	No. of Responses
Helping pupils develop greater ability to cope with difficulties, solve problems and make decisions.	11
Identifying pupils with special needs which require the services of a referral agency.	10
Providing parents with information about school policies and programs, procedures, occupational opportunities, requirements and resources.	10
Involving parents, pupils, community agencies and organizations in planning and developing vocational guidance programs.	9
Formulating clearly written objectives and procedures for the program.	9
Developing an effective dissemination program for vocational and occupational education.	9
Helping pupils and parents make long range plans of study for high school and assuming responsibility for periodic review and revision of plans.	9
Maintaining pupil records with appropriate consideration of legal and ethical issues regarding confidentiality.	9
Completing a philosophy statement and developing district goals in regard to vocational guidance with the approval of the board of education	8
Developing a vocational counseling program with the cooperative efforts of the professional staff	8
Coordinating the vocational counseling program with other guidance services.	8
Evaluating the total vocational guidance program with other guidance services.	8
Devoting more time during recent years to vocational counseling with individuals and small groups of students.	8
Assisting pupils and their parents to relate the pupils interests, aptitudes and abilities to current and future occupational opportunities and requirements.	8
Collecting information concerning careers and opportunities for post high school training.	8

The "student support" function usually associated with guidance was considered to be "very useful" by the majority of respondents. The need for group and individual counseling in decision making reflected in the hierarchies of "helpfulness" as rated by both counselors and students.

The need to provide parents and students with information about school policies, procedures, available courses, and occupational opportunities was again reflected in the student survey, as indicated by answers to questions on influential people in the student's environment and the importance of parents and relatives in the occupational decision-making process. The high ranking given to statements related to involving parents indicate that counselors are aware of this need. Survey results indicated that, although the need and the awareness of this need are there, not all schools were actually involving parents in occupational decision making.

The involvement of parents, pupils, community agencies and organizations in planning and developing vocational guidance programs also ranked in the hierarchy of items considered "very useful". Again, this statement is reflected in items on the Student Survey and the Counselor Survey Forms.

Eleven of the 15 respondents felt that "the identification of pupils with special needs which require the services of a referral agency" was of great importance. The response would seem to indicate that guidance personnel saw this as one of their major functions. This is in line with present thought as to the role counselors play in the school setting. It also may be indicative of the effect federal legislation pertaining to the handicapped has had upon support services in recent years.

Other areas considered important by the respondents included development of an effective dissemination program for vocational and occupational education, and the formulation of clear and concise objectives and procedures for programs. At least four of the sites showed strong evidence of having accomplished a combination of these goals, as indicated by their responses on the activities checklist and the interview schedule. Several other sites seemed to have initiated some activities in these directions, but not in what would be called a coordinated, developmental, sense.

Although evaluation of the total vocational guidance program was considered of importance (8 of 15 respondents indicated this as being "very useful" to students), overall emphasis on this type of activity did not seem to be taking place. An exception is the BOCES survey which specified follow-up of graduates in terms of placement in career fields related to their courses of study. It is evident that more needs to be done in this area.

Although some mention was made of developing closer liaison with personnel directors, and increased visiting to training institutions offering occupational placement and training, these seemed to be happening only in regard to taking trips to business and industry sites and in providing speakers for student orientation purposes. Even there, the extent of student trips and the numbers of speakers visiting school sites appeared limited in scope as far as the sample schools were concerned.

Several schools and BOCES area centers seemed to be making an effort to collect information concerning careers and opportunities for postsecondary training. A number of sites indicated that they have resource centers which are used heavily

by students. However, more than half of the sites surveyed do not seem to have any definite method of collecting and disseminating career and postsecondary training information through the counselor or otherwise. Such information was provided in isolated cases by teachers in the classroom or by school counselors for selected students who had been referred for special counseling.

An analysis of survey questionnaire reponses indicated that some time was being spent on vocational counseling of students by counselors in many of the sites surveyed. However, small group counseling appeared to be limited to those sites where overall career education and career guidance efforts were a part of the total program.

Strong responses to the second category, "useful" were shown for some items. These specify that examining occupational trends, improving public relations, assisting teachers to provide occupational materials, assisting potential dropouts and graduates with career planning, collecting student data, and developing better record keeping procedures were considered important in providing better services to students. These activities may reflect the thinking of guidance personnel who desire to improve their programs given time, a smaller caseload, and administrative support.

Responses to the remaining items in the administrator survey were ambiguous, ratings by different respondents ranging from "very useful" to "not relevant". Items generally considered to be "somewhat useful" were staff training, follow-up studies, parent involvement and media presentations.

Responses seemed to indicate that there was little assistance given to students attempting to find placement in related areas of training, either during vacation periods, as part of a program option, or upon graduation. School work programs were not uncommon, but it may be inferred from most of the data that it is primarily the student's responsibility to find work. A common characteristic of most counselor responses was that the counselors concerned themselves primarily with matters within the school and did not extend themselves to providing students with services associated with placement.

Free responses to the final survey item, asking responders to add other appropriate activities, were:

- Development of Federally funded pilot projects, e.g., Title IV-C.
- Lowering of counselor-pupil ratio to 1-300.
- Provision of adequate physical environment so that services can be properly provided.
- Visits by students and staff to vocational institutions.
- Preparation for jobs via interviews, etc., at the school sites.
- Use of "College Day" programs.
- Development and use of career information centers.
- "Career of the Month" programs.

- o Provision of career information and program materials to help students plan their futures.
- o Orientation programs for entering freshman students.
- o Use of "Weekly Bulletins" for students.

Administrator-Counselor Interview Schedule. The schedule was administered orally to one administrator or counselor in each school surveyed. In this analysis of responses, each item is stated and responses are indicated. A brief discussion follows the responses to Items 1 through 5, while responses to Item 6 are presented verbatim.

Q. 1. **At what grade level does a student typically make a decision to major in an occupational area in your school or BOCES?**

Secondary Level

Grade	No. of Responses
8	2
9	1
9 or 10	3
10	9
	15 Total

Most BOCES students began their programs in grades 10 and 11. Students in the large city sampled decided in grade 8 on choice of high school and/or vocational program. In this system, the difficulty involved in transferring to other high schools would indicate that it may not be advisable to have a student make a firm choice of occupational course as early as grade 8. In the New York City schools sampled, exploratory programs permit decisions in grade 10, and the student can complete a two-year sequence similar to that offered in a BOCES program. One upstate site required a three-year sequence in business education and asked the students to make decisions on a business education major at the end of grade 9. Elsewhere, vocational courses, seemingly exploratory to the end of grade 10, allowed for a choice of major to be made at that time. This seemed to be the general pattern. Exploratory experiences were provided at the home school or at the vocational high school, postponing decisions on occupational majors to the end of the tenth grade.

Postsecondary Level

Grades 11 and 12 were listed as the grades in which decisions are made by all respondents.

Q. 2. **Are the parents normally involved in the placement conference? (If yes, to what extent or, more specifically, how are they involved?)**

TABLE XV

PARENTAL INVOLVEMENT IN PROGRAM SELECTION

Activity	No. of Responses
Secondary Level	
Normal involvement of parents in some way, e.g., placement conference	12
No direct parental involvement	3
Parent signature on program sheet or application form required	8
Open house or orientation meeting held for parents	7
Individual conference between parent and counselor	6
Open house followed by individual conference with student and parent	1
Telephone conference	2
No parental signature required	1
Small group meetings held with parents on program planning	1
Parents meet with staff of school at report card time	1
Postsecondary Level	
Parental involvement	4
Workshops or college nights	3
Individual counseling after the workshop	1

In preparing students for entry into vocational education at the secondary level, most of the sites surveyed required some type of contact with the parent, but parental involvement was limited. Indications were that parents' orientation, on-site meetings, and individual conferences with the guidance counselor should be encouraged. This statement was supported by the emphasis placed on parent influence in the student survey.

Most of the activities preparing students for choosing vocational education at the postsecondary level took place when the student was in grade 11. BOCES centers characteristically answered questions on these activities. Home schools, according to the results of this survey, usually did not involve parents in students' decisions to apply to postsecondary institutions.

Q. 3. **What types of data are used, how important are grades and what about teacher recommendations?**

TABLE XVI

TYPES OF DATA USED IN MAKING PLACEMENTS

Data Type	No. of Responses
I.Q. Tests	1
Achievement Tests	9
Aptitude Tests	7
Interest Tests	9
Occupational Skills Test	1
Grades	12
Exploratory Experiences in Courses	1
Parent Advice and Decision	2
Teacher Recommendations (sometimes "only when necessary" or "for special occasions")	11
Motivation and Attitude	2
Achievement	5
Attendance	4
Interest in Subject	4
Alternate Work Experience	2
Reliability	3
Class Rank	2
Class Average	2
Work Skills	3
Counselors Knowledge of Student	1

The answers to this question indicated that many of the sites used some form of testing in the placement process. Achievement tests, interest inventories, aptitude tests, and college placement tests (PSAT, ACT, SAT, State Regents) were the most commonly used. The type of test varied from school to school. The DAT and ASVAB were most commonly used for the determination of aptitudes. VIESA, various forms of the surveys developed by Kuder, Strong, Hall and Harrington-

O'Shea, among others, were used as interest tests. Basic competency, reading, and mathematics tests and the IOWA Test of Basic Skills were used to measure achievement. (Tests are identified further in Appendix C).

The ways in which the tests are used, how often, and the extent to which the scores are considered important to placement were difficult to determine from the answers to this survey. Nevertheless, grades and achievement were considered as vital determinants of student placement. Teacher recommendations, considered important by 11 of the 15 respondents, also were a factor. Attendance, reliability, and interest in subject matter were emphasized by those sites which depend upon grades and teacher recommendations for student placement.

At the postsecondary level, teacher recommendations, test scores, grades and work experiences were used to determine a student's placement. Also mentioned were interest in the subject, motivation and attitude, attendance, reliability, work skills, class rank, and grade point average. The extent to which these factors were used varies. Most sites relied on grades, teacher recommendations and achievement test scores and little was said about the role of the counselor in the referral process. In all probability, it was assumed that it was the guidance department which reviewed applications, made the final decisions, and followed up with both students and parents.

Q. 4. Is this placement decision reviewed periodically with the student? (If the answer is "yes", ask "How frequently is this done?")

Four schools indicated that no formal review with the student was carried out periodically. Of these, one indicated that the decisions were reviewed only if the student wished to transfer during his/her freshman year. Another answered that review was done on the basis of indicated need, in which case the home school was contacted and a decision was made based on input from two counselors, teachers, parents, and the pupil.

Generally, although the frequency varies, review of course major decisions can take place whenever necessary or whenever a problem arises. One school (on a four-cycle school year), permitted students to make changes in programs at the end of each report cycle. Another site referred to monthly meetings with shop teachers and shop department chairman. Six of the sites indicated that the decision was reviewed at least once each year at a scheduling conference.

Decisions on postsecondary planning were not reviewed periodically at two sites. In both cases, the decision was made late in the 11th or early in the 12th grades. Apparently, it was made late enough so that the school administration and the counselors did not think a review was necessary. One of two additional sites indicated that placement recommendations were made at lengthy meetings in the 11th or 12th grade, while the other indicated that there were monthly reviews made by each shop teacher and shop department chairman. It was not clear whether the involved students were included in these meetings. Most sites indicated a close relationship with the BOCES counselor in reviewing problems of placement. One of the factors which appeared to be very helpful in the placement of students was the assignment of a specific staff person to work with BOCES on a day-to-day basis.

Q. 5. Have you conducted follow-up studies of your vocational graduates? (If the answer is "yes", ask "When was this last done, and, roughly, what percentage of the graduates were working in jobs related to their area of training?")

TABLE XVII

FOLLOW-UP STUDIES

TYPE	No.
Yearly surveys	5
Every 2 years	3
Every 3 years	2
Selected sample, Business Education Students only	1
Other	1
Total	12

Percent of graduates entering training-related jobs

M=67% 7 sites Range 50-100%

In eight of the schools surveyed, BOCES centers initiated the studies and were responsible for their completion, obtaining data from the home schools.

Q. 6. **Do you have any other comments to make concerning your vocational guidance or occupational education programs?**

- The BOCES counselor is invited each year to make a presentation in the school to interested 9th and 10th graders. Eighth graders are also invited when four-year programs are planned. Groups of interested students also visit the BOCES Center.

- Seniors may go to the BOCES for a half day each day. This type of program is recommended for many students. The teachers have been very cooperative in carrying on an informal guidance program in occupational education in conjuction with their classes, especially in mathematics and science. Many of the students go to a nearby correctional facility for jobs. For the 1978 graduating class, about 80 percent will go on for postsecondary education. One will go into the Armed Forces, a few are undecided, but most will go to the two-year colleges. Some will continue on in the program they majored in at the BOCES, but will do it at a technical school, a trade school or a two-year college. Nineteen units will be required for graduation in the future.

- The school uses the following support techniques:
  - A. Career experience
  - B. Cooperative education
  - C. PREVIEW Program (11th grade career exploration)
  - D. Exploratory classes in the 9th and 10th grades

The career center houses much information relating to careers, requirements for careers, and future prospects for jobs in the chosen area. An individual career and college information class was initiated this year as an experiment. It is open to selected students. Information regarding careers and colleges is provided.

- The program emphasizes training for the hand, heart and mind. It prepares students for the total world of work.

- The center has two guidance counselors and a coordinator. There is a placement counselor as well. However, this is not seen as a guidance function. The team is doing a good job at this time.

- Approximately 15 percent of the students drop their programs each year. Parent orientation meetings plus individual conferences with students have helped to reduce this problem. Previously, 25 percent of the students dropped these programs. Coordination between BOCES and the home school could be improved. There is poor communication, with assistance only when a problem seems to exist. The current counselor caseload is high, making for difficulty in keeping on top of things. Expectations as to the counselor's role (e.g., follow-up, contact, problem solving), are time consuming causing inflated expectations as to their role in processes.

- Students are often not so committed to the occupational education programs as they say. More structure is needed for them. Processes must be developed which would benefit the student and the program, e.g. a limit on the number of absences allowed before they are required to withdraw from the program.

- Students often want the occupational education courses, but they choose to remain in the high school program in order to obtain the necessary background in mathematics, science, etc. Basic occupational education is not available to the students at the high school.

- More time is needed for the counselors to work with students in regard to their vocational goals. The decision to come to this school is made by students in earlier years. When they come, they are committed to a program. They will leave with training from that program. Students may take four years of science, mathematics and language. The school is considered a comprehensive high school, in spite of our vocational programs.

- The school does not have any vocational courses. Some career guidance work is being done, but not enough. Eighteen percent of the students go on to the four-year colleges. Twenty percent go to the two-year colleges. About 40-45 percent go on to college of some sort.

- The district is staffed by two counselors who perform all of the responsibilities traditionally allocated to a guidance department. Their attitudes towards vocational education are quite positive. They felt it would be desirable if the students could defer choice on a specific vocation as long as possible, since the job market has changed so rapidly.

They felt that added student maturity would lead to more effective decisions.

Several school sites listed exemplary approaches which they are using to augment career education - occupational education - career guidance programs. They are:

Instructional Strategies

- Preparation for Work course taught by the work-study Coordinator, or a teacher, e.g., social studies teacher.
- A "Life Planning" course is given as an elective course and is taught by the CETA coordinator.
- Volunteer work experience program for 9th and 10th graders.
- School media and resource center with videotapes and materials on both careers and colleges.
- Each teacher is assigned a "Crafts Council" of community members who help students and suggest updates in curriculum (shop and business).
- Classroom review of inventory or aptitude test results. Class reviews results in terms of relationship to careers.
- Give all tests to students via a subject department, e.g., all those in English classes got the VIESA.
- Departmental work-study programs to provide students with work experiences related to studies (1 ½ hrs. per day or ½ day for 10 weeks).
- Job orientation course elective for college bound seniors.
- Trade mathematics course for potential BOCES students.
- Exploratory shop program for 9th graders (6 weeks in each of 10 shops-10 periods per week).

Career Guidance Strategies

- BOCES counselor visits feeder school sites to orient students and parents.
- A career guidance course (10 weeks) given to eighth graders. Topics include self-assessment and decision making.
- Summer employment screening and placement service.
- An employability profile is maintained for all students. It includes a computer terminal for retrieval of specific data.
- Students are tested with interest and aptitude batteries. Follow-up on individual basis with parents involved.
- Counselors work in career resource center where they are very "visible", rather than a special office.
- Use of "management by objectives" technique to establish yearly goals and program responsibilities. End of year evaluation to determine extent of success.
- Each counselor is assigned to work with a subject department. A joint planning effort is required to provide students in each counselor's caseload with a career guidance program.
- Start a "Day on the Job" program for students.
- Parent-study interviews at specific times to assess all available data so that career and educational plans can be developed.

- o Industry-Education Day at school. Invite business - industry - labor leaders to view programs.
- o Buddy-buddy program for students who visit BOCES center. A student at the BOCES adopts a potential student from the feeder school and takes that student on a tour of the center.
- o BOCES open house for parents and students.
- o Arrange trips to community colleges.

Several problem areas were noted, namely:

- o Need for the development of a school-wide testing program integrated with other criteria in an orderly fashion to help with placement in vocational programs.
- o Lack of structured program for counseling students on a scheduled basis pertaining to choice of program, problems encountered, career plans, etc.
- o Overlap in responsibilities related to job placement and follow-up. This can be the role of a teacher-coordinator or the counselor. Often, there is no coordination between the counselor and the placement coordinator.
- o Need for re-educating the community to the career guidance role the counselor should be involved in.
- o Lack of apparent follow-up and counseling after interest or aptitude testing is given to large groups of students.
- o Lack of career-college materials in a resource center setting which can be accessible to the students.
- o Lack of schoolwide curriculum committees which involve the guidance staff, as consultants, in revising curriculum to meet occupational skills training needs.
- o Lack of on-going specific evaluation and statistical data gathering procedures on a yearly basis.
- o Need for reduction in counselor-pupil ratio so that effective career counseling can take place for all students on a regular basis.
- o Need to develop outreach to the community and to involve business-industry in school activities.
- o Need to develop more elective courses for students in areas such as life planning, psychology, self-assessment, decision making.
- o Need to re-educate the community to the value of vocational-occupational education, especially in communities where college is the primary goal.

- o Need for more exploration in careers and vocational exploratory experiences at the intermediate level to help students to make more realistic high school decisions.

- o Need for increased coordination and liaison between BOCES and the home (feeder) schools. Improved articulation and orientation practices must be developed.

- o Need to allow students to defer vocational decisions as long as possible especially where there are few jobs in those careers students want to pursue.

- o Need to provide students with more job market information.

- o Need for further staff development programs in career education.

This section of the survey illustrated the diversity of approaches to career education - occupational education - career guidance programs, and reflected the frustration of some administrators with an apparent lack of communication with the guidance department. The wide variety of programs and strategies used within the sampled school systems emphasized the need for program coordination.

In most of the schools sampled, the research indicated that there seemed to be little high school counselor assistance with career decision making prior to the upper secondary level. The primary resource for such assistance was elementary, intermediate or junior high counseling or teaching staff, and the inclusion of information on vocations depended upon other curricula components and the objectives of individual staff members.

Some of the more important problems listed in the Summary of Responses to Question 6 are associated with:

> The need to re-educate the community to the role in career guidance which the counselor is now required to play.
>
> The need for more counseling following the administration of interest and aptitude tests, relating these results to career decisions.
>
> The need for increased coordination and liaison between BOCES and the home (feeder) school to improve articulation and orientation.
>
> The need for the development of resource centers accessible to the students at the points in their development when they are involved with decision making relative to educational programs and preparation for work.

These suggestions seemed to cover four major areas with which the guidance program is associated - the community, the school population, intra-system communication, and the development of resources. Again, the need for understanding and evaluation of what counselors actually do seemed to underlie many of the problems. The lack of specific procedures for record-keeping, evaluating what is done, and communicating the results of such evaluation to school staff, community, students, and administration seemed to be of major importance.

Field Data Collector Narrative Reports. Interviewers gathered additional, largely subjective, data on occupational education and guidance programs in each of the schools studied. This section is a verbatim report of the Field Evaluators' findings. The schools are listed at random and cannot be matched to the Description of Sites on a school-by-school basis.

School 1. The high school has a well-developed program in occupational education beginning in grade eight with a ten-week guidance program which covers such topics as self-assessment, decision making, and career awareness. Several elective courses in occupational guidance areas are also available to the high school students. They are usually taken by the non-BOCES students because of scheduling. The work-study coordinator teaches some courses in order to help students prepare for work experience. Over 70 students are currently involved. The CETA coordinator teaches a course called "Life Planning" as an 11th year elective. Enrollment has been over 50 students each term, with others waiting due to inability to register. Other programs offered include a trade mathematics course for BOCES students, a volunteer work experience program for 9th and 10th graders, and a summer employment screening and placement service. The guidance office also works with the Joint Council for Economic Opportunity to help students gain employment. Although teachers are getting in-service training in career education, it was felt that more could be done to develop classroom approaches. The school has a media center and a resource center where students can view videotapes on careers and gather career information. In addition, the school is part of a time-sharing computer-based Guidance Information System. There is a feeling of activity and excitement in the guidance office which is generated by the students, many of whom are cosmopolitan in background. The enthusiasm and leadership exhibited by the Director of Guidance and the counselors and other staff make this a very dynamic program.

School 2. Most of the orientation activities relating to courses at the BOCES Center are the responsibility of the feeder schools. The Center counselor-coordinator visits each school about three or four times a year and is available on request for parents meetings. Feeder school counselors are invited to the Center three or four times a year to update them on information needed and to iron out problems. There is no structured program where each student at the Center receives counseling and career assistance. Counseling referrals come from the teachers and relate mostly to program changes. An employability profile is kept on each student and it carries much weight especially for making and expanding contacts with business and industry. Each subject matter instructor has assigned to him or her a "Crafts Council" made up of knowledgeable members of the community. They help to update course content and assist individual students. The counselor-coordinator is responsible for the job placement service and works with the teachers both concerning industry contact and for job information. Overall, the program is loosely structured and seems to give incidental lip-service to such aspects as relating interests to occupations, values clarification, and interpersonal relationships, especially since students attend the center for only half of each day.

School 3. The guidance counselor, now a part-time position of two and one-half days a week, was previously full time. The counselor is responsible for grades 7-12, numbering about 130 students. Although there have been several attempts to centralize with a nearby community, the parents have voted down this option.

There is a difference of opinion as to what the role of the counselor should be. The counselor, who would like to institute a program to "broaden students' horizons", has been continually thwarted by the Board of Education. There is little evidence of a formal occupational education program. The Armed Forces Aptitude Battery is given to all boys in grade 11, and to those girls who request it. There does not appear to be any concrete follow-up procedure for making use of the results. Students are apprised of the BOCES programs only upon individual request. Few occupational resource materials are available. Much could be done, possibly, if the concept of "status quo" were put aside.

School 4. The counselor ratio is approximately 1-330. About 50 percent of the counselors' time is spent in career counseling. There is a full-time volunteer coordinator who handles volunteers in the Resource Center as a part of the job. The counselors all work in this center, which is a large room with tables, chairs, a lounge area, a small conference area, movable partitions and a computer terminal. Career materials, catalogs and desks are located around the walls. This makes the counselors highly visible, but does not seem to take away from their ability to handle personal problems. The occupational education program at the high school is well developed and growing. New ideas are constantly being considered and initiated. The "Management by Objective" technique is used in programming their activities. Each counselor is responsible for one grade and must develop a yearly program for the students prior to the start of each school year. Progress is reviewed periodically, and a year-end evaluation is made to determine if goals have been achieved. For the past three years, there has been an in-service training program for teachers which has focused upon career education and counseling techniques. Each counselor is assigned to a subject matter department as a liaison person. This has increased the number of teachers who have become involved in the career education process. A curriculum committee composed of teachers, students and counselors has been formed. There are special career oriented programs for each grade level (9-12), as follows:

Grade 9: the VIESA test was administered in science classes. Filmstrips showing careers related to science were shown for eight to nine days. Careers in English were explored using the test results. The mathematics department built in units on values clarification and decision making.

Grade 10: the Harrington-O'Shea Interest and Aptitude Test was given to all English Classes. Career exploration activities were conducted by some teachers as follow-up. Counselors met with each student to review test results. Computer materials were retrieved in order to assist the student in regard to schools and career choices.

Grade 11: an elective course called, "Who, What, Where?" is offered. Its curriculum includes values clarification, decision making, and relationship to career choice. A "Day on the Job" program allows students to visit and observe workers in a field they are interested in. The ACT, PSAT AND SAT are given. Counselors schedule a parent-student interview in order to assess all data available so that decisions can be made. Teachers are asked to make recommendations concerning job and/or college for each student. The computer terminal is utilized to provide additional information.

Grade 12: an Alternative Work Experience Program for seniors provides students in English or social studies with a part-time work experience as an elective course. Students work half-time each day on a job for ten weeks. Forty students are now in this program. The Home Economics Department also runs a work-study program where students work one and one-half to two hours per day in the community for an entire term. There are ten students involved at this time. A one semester elective called, "Job Orientation", is offered by the social studies department. It is limited to students planning to enter the job market after high school graduation. About 100 students elected this course during the past year. The business department offers an elective course designed for college bound students. Various career fields are explored.

There is a work-experience coordinator who coordinates all of these out-of-school programs. One person on the staff is designated as liaison person for BOCES. Any problems which arise are handled by this coordinator who also sees each pupil at the end of his/her first year in BOCES to see if the program is satisfactory.

This district has an outstanding occupational education program which is due in large part to the creative, hard-working and caring staff and the fine leadership of the administrator of pupil personnel services who has the complete backing of his administration.

School 5.: The counselor sees his job as that of a liaison person between the feeder schools and the BOCES center. The counselor-pupil ratio is 1:900. There is not much time to do individual counseling. Upon request he will go to feeder schools and will explain the programs available via the use of a slide presentation. He conducts "open house" meetings for parents and students at the BOCES Center. Meetings with the feeder school counselors are also held periodically. There is a "buddy-buddy" program by which students attending BOCES are paired with interested students who are considering attendance. A "buddies" tour of the BOCES usually follows an open house.

There is a limited work-study program for about 25-30 students. School regulations prohibit students from going out until after April 1. The coordinator of work-study programs also assists the special education program, and he sees that the seniors are assisted in attaining employability skills. The data processing center at the site is not used as a training facility for the BOCES students. The health services students gain practical experience in nearby nursing homes and hospitals. The initiation and implementation of activities seems to be up to the instructors. It is evident that the BOCES center, which is responsible for 17 feeder schools, is understaffed, especially in the guidance and counseling department. In addition, physical facilities for office space and conference rooms are limited. A greater leadership role for the BOCES, with additional staff and stronger leadership internally would help to improve the situation.

School 6: The career education program in the school is limited, with no work study programs, placement service, field trips or career exploration outside of the school. There is a career day at grades 10, 11, 12, which is held every other year, and it features employers and representatives of various occupations. Upper class students also visit a State Agricultural and Technical College campus for one day to take part in programs and competitions related to career training. Under a Federally funded CETA program, a few students are working at the school. They are scheduled and followed up by the school business manager.

The school program includes:

Grade 8: a Parents Night is held each year at which information pertaining to academic requirements for various careers is given. Individual parent conferences are scheduled.

Grade 9: students are given the Differential Aptitude Battery. However, it did not seem that the results were used in any way which relates aptitudes to careers.

Grade 10: students are given the VIESA test after which each teacher devotes one day in the field to talking about careers. Career cluster posters are hung on bulletin boards by the art teachers. The BOCES counselor presents a program to the parent-teacher group. Interested students visit the BOCES Center.

Grade 11: students take a mental ability test, or the PSAT. They also see college representatives and alumni who come into the school to talk about their occupations. The Cooperative Extension Service also presents a program. There is a college night for college-bound students, which has been poorly attended in recent years.

Grade 12: students take the ACT and SAT as desired. All 12th grade boys take the Armed Forces Aptitude Battery. It is also available to interested girls. There are no data on how this information is used.

There is also an elective psychology course for seniors. As far as could be ascertained by the evaluator, the VIESA test results were not used in regard to career education. Analysis was through English classes. No parents were involved.

The school has a resource center which the counselor is in the process of enlarging as the physical facilities of his office suite have been improved. The school, it should be noted, is on an austerity budget. The center seems to represent the norm for schools of this size, although much more could be done.

School 7: School has an advisory commission which has assumed a leadership role. Several special programs have been initiated with their help. The fields of non-academic aviation have not been developed as fully as anticipated because of the college orientation of the students and their parents. These programs are: airline stewardess-steward; passenger servicing; ground support vehicle maintenance (equipment); aviation electronics. Nine hundred students were accepted last year for school programs. Over 2,200 students applied for Fall, 1978 admission.

School 8: The program has a strong emphasis on eliminating sex stereotyping by allowing all students to spend one full year exploring the trade areas. The students and staff seem to be happy. There is high morale. Attendance on the part of students is over 90 percent. The school has an Industry-Education Advisory Board. It holds an Industry-Education Day open house once a year. About 40 percent of the students apply for college. The college office provides individualized counseling, financial aid counseling, information on scholarships and the examinations (PSAT, SAT, ACT), and junior and senior college days at which representatives of area colleges speak to the students. In addition to a business education program featuring stenography, office training and secretarial practice, the school program includes courses in appliance repair, cabinet making, cosmetology, upholstery, electrical installation, fashion careers, radio-TV-electronics, health careers and the ninth year exploratory program in which each student is

required to take ten periods per week of an exploratory shop program, changing the program every six weeks. The upholstery program is the only one in New York City which provides the graduate with a union card upon completion of the course. The first female graduate of this program was presented her diploma and union card this year. The full-time guidance counselor does no career or college counseling and is concerned with program follow-up, attendance and crises counseling. There is a special program for prevention of drug and substance abuse with a counselor who services that caseload.

School 9: There is a satellite center which services the basic occupational education - special needs population. There are two guidance counselors and two placement counselors assigned for 300 pupils. The main BOCES center services 1280 students from 23 school districts. There are 25 programs at the center.

School 10: This school is small and has limited course offerings. There is one industrial arts course and one business education teacher. Students surveyed felt that the small population of the school prevents those who want to explore a BOCES course from doing so. Also, the college orientation of the community results in college-bound students looking down upon those who choose occupational education. There are two guidance counselors for 531 students. One has grades 8, 9, 10 with 355 students; the other has grades 11, 12 with 176 students. Ninety-two percent of the students are college bound.

School 11: The school has six counselors, plus a director of guidance for 1200 students. Fifty to 60 students go to the BOCES center. About 72 percent of the students go on to college.

School 12: About ten percent of the students attend BOCES centers. The school does have some vocational courses as it is a comprehensive high school. Seventy-two to 76 percent are college bound. There are eight full-time guidance counselors and one vocational counselor. The school is run on the "house" system, with seven different administrators responsible for the operation of the school. There is a north "house", and a south "house" each having four counselors. Each "house" comprises 890 students. Each "house" has a house director. The assistant principal coordinates pupil personnel services.

School 13: Vocational programs offered at this school include: horticulture (landscape construction, maintenance; greenhouse and nursery work); graphic arts (advertising art and printing), printing; aquatic ecology; building trades (carpentry, plumbing, sheet metal, air conditioning and refrigeration). The counselors think of the school as "comprehensive" since students may pursue a combination of academic and vocational courses where there is an emphasis on math and science. This is preparation for postsecondary education and training. The guidance department seems to be oriented toward placement for further education and program adjustment.

School 14: Two types of preparation are available: postsecondary preparation and preparation for work upon graduation from high school. About 40 percent of the students are enrolled in the business education program. The guidance department classifies the school as an academic high school.

School 15: The vocational education and distributive education programs are well received in the school with about one-fourth of the students participating in these programs. A State University college is nearby (10-12 miles) and other colleges are in the vicinity. BOCES has been strongly encouraging the counselors to

refer more students. The counselors feel this is unneccessary since most of those students who are interested in vocational education enroll in the program anyway. About 50-55 percent of the students continue their education beyond high school.

The distributive education program has 80 students. The school has a variety of innovative programs and has been active in obtaining support for them from the State. There is some negative attitude on the part of the parents toward the BOCES program. This seems to stem from the fact that BOCES is associated in their minds with serving handicapped children. Vocational education is associated with a former so-called industrial high school, which was on the same site as the present BOCES center prior to 1966. Problem children were served in the industrial high school at the time.

IV. CONCLUSIONS AND IMPLICATIONS

This study was designed to provide information on the general status of guidance for vocational program choice in senior high schools throughout New York State. An attempt has been made to identify factors which are related to the effectiveness of vocational guidance programs in the student decision-making process. However, small samples may limit the generalizability of some findings.

The survey results indicate a need for flexibility in the provision of vocationally oriented experiences for students in various types of schools. Schools were involved with surrounding communities to varying extents and the character of the communities had a great deal of influence on the occupational programs of the schools. In some cases a primary emphasis on academic subjects reflected community expectations that many students would go to college. In others, a greater emphasis was placed on skill-oriented programs in preparation for the world of work. A wide variety of experiences were being supplied throughout the State system and indications were that all such experiences were important to students.

In the body of this report, activities have been rated according to their degree of helpfulness to students in making vocational decisions. Responses to the Related Activities Checklist indicated that counselors perceived value in any and all activities which were related to the gathering of information on vocations. No such activity was rated as "not helpful" by all of the counselors. However, some general statements can be made. Examination of the tables reveals that counselors' biases in favor of academics did enter into their perceptions of the helpfulness of some activities for students in the decision-making process. In general, the activities counselors considered to be most helpful to students involved contacts with local community colleges, four-year colleges and universities.

Individual counseling was seen by counselors as being very helpful. Activities which headed the lists were, without exception, counseling activities which could be carried on within the school proper. These activities generally were associated with providing career education and career information and with discussions on vocations. Programs which might be characterized as experiential (Day In Industry, exploratory programs and job surveys), generally were not rated by the counselors as being helpful.

The percentages of students involved in activities rated "very helpful" by counselors were low. There appeared to be a need for greater flexibility in programming. Some practices, such as the restriction of some activities to certain grade levels, appeared to limit the impact of those activities. This particular part of the survey highlighted the need for accurate recordkeeping on the part of the

school. The application of systematic evaluation procedures which would enable program designers to provide meaningful activities to higher percentages of students is clearly a priority.

The Student Survey presented information on the influencing factors in the students' decision-making process. Guidance counselors and the counseling process appeared to be important to students, as did parental advice. The implications are that parental involvement in the counseling process, which generally was not emphasized by schools, should be increased.

Student ratings of activities are generally self-explanatory. One aspect indicated that students, whether involved in a general program or interested in skill training, valued hearing from teachers associated with BOCES programs. Exposure to vocations through such institutions was rated as "very helpful" by most students.

There were significant differences between the "helpfulness" ratings by students attending different types of schools, and there were significant differences among the value ratings students in different grades placed on some activities. Generally, 12th graders saw activities as more helpful in the decision-making process than did 10th grade students, and students in comprehensive-vocational schools, general or college preparatory programs, and feeder schools seemed to value exposure to vocationally oriented experiences more than did students in BOCES or occupational programs. These tendencies underline a dilemma in the educational system. Students are compelled to make decisions regarding their school programs in ninth grade or earlier. By the end of the 10th grade, all students have made a high school program choice, and have tentatively identified some career goals. However, the relevance of educational experiences to career goals may not be evident at that time.

The need for counseling, both group and individual, at the point of choice is evident and was reported by administrators, counselors, teachers, and students alike. This need is shown by the results obtained from the Counselor, Director of Guidance or Assistant Principal Form. Counselors are expected to increase communication with parents and community, introduce more career-oriented programs, and evaluate the programs. This finding was reinforced by answers given to the Administrator-Counselor Interview Schedule.

However, the responders emphasized that, if the counselor is going to do an adequate job in the area of vocational guidance, more support is necessary. The support will be manifested in the involvement of the guidance staff in school-wide curriculum committees, and the infusion of career education concepts into the curriculum. The need to communicate the role of vocational guidance to the community and to the school staff, the involvement of business and industry in school activities, and increased coordination and liaison with BOCES and the home (feeder) schools was stressed. Follow-up studies to test the effectiveness of the vocational guidance program are needed. The development of both school-wide testing programs and methods for evaluating existing programs was mentioned by many respondents. The need for career-college materials and resource centers was brought up in several ways. Basic to much of this is the need for staff.

Perhaps the most exciting result of this study has been the re-emphasis of the importance and centrality of the guidance program for vocational decision-making in the school. It is significant that all of those responding to the survey perceive the need for the program and for the communication of its functions to community, school administrators, staff and students. The tasks which remain are not easily defined. They are, understandably, different in each community and for each counselor.

APPENDIX A

DESCRIPTION OF SITES

I. **Rural-Northeastern Area**

a. BOCES Area Center. The center is located east of a small city, which contains industry, a military base and a unit of the stat university system. This city, the only one in the area, serves as a shopping and recreation center for the entire area. It is near all major highways, and has a cosmoplolitan flavor which is enhanced by the proximity of the university with its cultural influence and its source of potential jobs.

The BOCES center is housed in a seven year old, well-equipped and well-maintained building. It services ten public and two parochial schools and has a total enrollment of about 125 students. The center has one counselor-coordinator and a part-time work-study coordinator. There are 23 day programs open to 11th and 12th graders. These include licensed practical nursing, which is taught in conjunction with adult education. There is a 22-pupil limit to most courses. If these courses are not filled by enrolled students, adults (including veterans) may apply for the places as there is also an extensive adult education program. About 40 students are in a work-study program. The school population is drawn from a socioeconomic cross-section of the community, including some persons from the military base.

b. Large Feeder High School. The junior-senior high school is located within a small rural village which is near a small city. Most employed residents of the school district work in the city or at the military base. Various socioeconomic levels are represented in the area population. The school is located in a campus type setting. There are 789 pupils in grades 10-12, 40 percent of whom are from military families. At the time of the survey (May, 1978), the junior-senior high school was on split sessions with high school students attending in the morning and junior high school students in the afternoon. The counseling staff for grades 7-12 consists of a director of pupil personnel services and seven counselors, with an approximate counselor-student ratio of 1-300. There are also a work-study coordinator and a Federally funded CETA coordinator. The faculty number 62 with 22 additional teachers who overlap both the morning and afternoon sessions. About 120 juniors and seniors attend the BOCES for occupational education.

c. Small Feeder High School. This is a very small rural school with a total K-12 enrollment of 257. The school is located in a village dominated by a state prison. The prison is the only large employer in the village since the stores, motel and gas station are owned by members of one family. Several farms surround the area. The village is about 12 miles from the small city where the BOCES area school is located. The building housing this high school appears to be old and its facilities strained. No programs in industrial arts or home economics are offered due to lack of facilities. There is little storage space and no school cafeteria. Almost all students are within walking distance of the school building. A parochial high school is located nearby.

2. **Suburban Non-Affluent - Capital District Area.**

a. BOCES Area Center. The center is located in the suburb of two medium-sized cities. Residents represent a cross section of socioeconomic groups. The immediate area is residential, with some small, service type businesses. The building housing the area center was built in 1974 and is the largest of three BOCES centers within the region. It serves 14 public and three parochial schools. It offers 17 programs, primarily to 11th and 12th graders, although some 10th graders and a special education group also attend the center, for a total enrollment of 900 students. There are three daily sessions between 8:20 a.m. and 3:30 p.m. Also located in the building are five adult education programs, the main BOCES offices, a regional planning office, the educational communications office, data processing center, and a chapter of the National Association for Industry-Education Cooperation. Space for counseling services, group work and waiting room is severely limited.

b. Large Feeder High School. The school campus is located in a semi-rural setting near a small village. The population of the entire community is about 28,000 persons. The families are primarily white collar workers and middle class. Many wage earners work in either of the two nearby cities and many are employed in state government. There are a few farms in the area. The school buildings, built in 1953 and 1962, show signs of hard usage, but there seems to be adequate space. The current enrollment in grades 9-12 is 2,000. About 113 students attend the BOCES center.

c. Small Feeder High School. The school is located in a village of about 2,000 people, serving as a center for the surrounding rural area. The majority of employed adults work on local produce or dairy farms and in those services necessary to support the community; a small number commute to the two cities and other villages in the county. The school building is old, but well kept. The enrollment in grades 7-12 is about 580. High school programs are "tracked" into four groups, with the top two designated as Regents sections. Students come from primarily white families of varied backgrounds. The school is in the third year of an austerity program because of budget defeats. Approximately 50 students attend the nearest BOCES center.

3. **Suburban Affluent - Northern Metropolitan NYC Area**

a. BOCES Area Center. Approximately 1,280 students from 23 surrounding school districts in the southern part of the county attend the center. In addition to the main area facility, there are three satellite centers in other parts of the county. The main area center was built in 1971. Programs offered include licensed practical nursing and a basic occupational education program for pupils with special needs. Over 300 handicapped pupils are served at one of the satellite facilities. The BOCES students are predominantly from affluent families, although there is a cross-representation of groups from other socioeconomic levels.

b. Small Feeder High School. The high school is located in a small city within a town which is characterized as a "bedroom community". A large segment of the working population is composed of executives and professional people in the upper socioeconomic stratum. Impressive looking homes and townhouses abound in the town of approximately 6,500 people. The school was built in 1973 and has an enrollment of approximately 500 students in

grades 8-12. The school utilizes the "open classroom" concept and has a staff of 43 well qualified professionals who are either recent graduates of top flight colleges and universities or experienced teachers who were instructional leaders in nearby school districts. Approximately 92 percent of high school graduates go to college. About 1 percent of the students come from minority groups. The school has a principal, assistant principal, and two guidance counselors. The school offers courses in English, social studies, mathematics, science, foreign language. business education, art, music, home arts and industrial arts. Courses and programs in occupational education are of a limited nature. The few students interested in occupational education attend the BOCES program. The school is highly college preparatory in orientation.

c. Large Feeder High School. There are 1,200 students attending grades 8-12. Thirty-five percent of the population of the school are in a low socioeconomic level and belong to identifiable minority groups. Approximately 72 percent of the students prepare for and attend college after graduation. About 50-60 students attend the BOCES occupational program. The local community is college oriented in its attitude.

4. **Small Downstate City.**

This school is unique in that it operates a number of occupational education programs and sends students to BOCES as well. The school is located in a middle class, suburban community with an area population of 54,000 persons. There are many opportunities for jobs as the community is the site of corporate headquarters for many large companies and industries. The school is a comprehensive high school with its own vocational courses. It has about a 17 percent non-white (primarily black) population within a total grade 10-12 enrollment of 1,750 students. Approximately 75 percent of the students are college bound. About 100 students attend the BOCES facility.

5. **Large Upstate City District - Two High Schools**

The city's vocational and technical high schools offer direct preparation for many skilled jobs. They also offer a variety of elective academic courses which can prepare students for college after graduation. Junior high school students may apply for admission to a vocational or technical high school during their 8th or 9th years. Admission is dependent upon past academic performance (English, science, mathematics and social studies grades are considered) and the recommendations made by staff of the preparatory school. The recommendations are screened by two counselors in the vocational school.

a. Vocational High School. Although classified as a comprehensive high school, all of the students who enter must choose a vocational major. The vocational courses available are: horticulture (landscape construction and maintenance; greenhouse and nursery work), graphic arts (advertising art and printing), printing, aquatic ecology, and building trades (carpentry, plumbing, sheet metal, air conditioning and refrigeration). Students pursue a dual vocational program with emphasis on mathematics and science, thus becoming prepared for post-high school education or training. The school, located in the outskirts of the city in a middle to upper middle class residential area, is housed in a large modern building with excellent vocational program facilities.

b. Comprehensive High School. The school is located on the east side of the city, in a predominately middle class neighborhood of one-or two-family dwellings. The building is old but recently renovated. Two types of programs are available to students: courses and subjects designed to prepare those who expect to go to work upon graduation from school, and college preparatory courses for those who intended to continue their education at a higher education institution (e.g. college, technical institutions, or art, business or music schools). About 45 percent go on to further education. Forty percent of the students are enrolled in a business education program. Although classified as academic in nature, this program appeared to be largely work oriented.

6. **Small City High School - Western New York.**

The school is located in an attractive, modern building, neat and well kept. It has an enrollment of 990 students in grades 9-12, of which eight percent are black and 15 percent Hispanic. The Hispanic population reflects the fact that many former migrant workers have remained in the area. There is a strong distributive education program at the school plus a small number of vocational programs (e.g., auto mechanics). Approximately one-fourth of the student population enrolls in the county BOCES occupational program; however, 50 percent fail to complete the BOCES program having once entered.

The city itself (population 16,000) used to be a major port with a large fishing and freighter trade. However, this has diminished considerably since the 1940's. The city is surrounded by fertile farmland where a variety of crops are produced. The area is a major producer of grapes. Although the area's major industry is not farming, many students find summer work on the farms and in the food processing plants. The city has a variety of industries within the area, including the Niagara Mohawk Power Company, Ralston Purina Company, Hewlett-Packard, Kraft Foods and Roblin Steel Company, all of which help to make this a prosperous community. The influence of adjoining states on the region is pronounced in that students seek jobs and postsecondary education in those areas. The school district has a reputation of being one of the best in the area.

7. **New York City.**

a. Comprehensive High School. The school is located in southern Queens Borough. It is a comprehensive, magnet-type school, providing specialized instruction and career training in aerospace and communications. It also provides instruction in business occupations, and prepares students for college entrance. The community created the school by insisting upon the closing of a multi-trade vocational high school which had previously occupied the building. The school advisory council includes representation from community groups, the aviation industry, labor unions, The City University of New York, the mayor's office, supportive bureaus, the Board of Education, and others. All junior high and intermediate schools in the Borough of Queens and selected sections of other Boroughs may send students to the high school. The school year is divided into four ten-week cycles, while modular scheduling allows for program flexibility and choice of a variety of courses. There is a longer school day by 40 minutes which allows some students to expand their programs or to graduate sooner. The school offers an independent study program, a remedial help program, and a summer school program in which students can complete the equivalent of

one-half year of work in two subjects, or can attend for one three and one-half week session and work the rest of the summer. The school has six resource centers and a library-media center. The ethnic makeup of the student body is 89 percent black, nine percent Hispanic and two percent other ethnic groups. Approximately 53 percent of the student body is female. College preparation is stressed and approximately 90 percent of each graduating class attend college. Several special programs are Federally funded, including a cooperative education program in group vehicle maintenance service, flight training, the communications center, and a career bridges program. Total enrollment in grades 10-12 is about 2,500. About 900 students are admitted of more than 2,200 who apply each year.

2. Vocational-Technical High School. The school is located in an industrial area of northern Brooklyn near plants, meat markets, and light industry. The area is one of low socioeconomic status. There is a large volume of traffic due to a nearby elevated expressway which is a major traffic artery between Brooklyn and Queens. The school is housed in a relatively old but well kept building which has a newer addition attached. It is one of 23 vocational-technical high schools in the New York City educational system. Eighth year graduates of public and parochial schools are admitted to a ninth year exploratory course. Students in this program take all of the general academic subjects plus an exploratory shop course which is rotated every six weeks. Ninth year graduates of public and parochial schools are admitted to the tenth grade where they can take a variety of courses depending on their specialization. The curriculum includes academic subjects and classes in their vocational major. The school offers electrical installation, appliance repair, cabinet making, radio-T.V.-electronics, upholstery, cosmetology, business education, fashion careers and health careers programs. The school population is approximately 80 percent black and Hispanic and 20 percent from other ethnic backgrounds. About two-thirds of the students are female.

APPENDIX B

SURVEY FORMS

New York State Education Department in Cooperation with
The New York State Vocational Guidance Association
Bureau of Occupational Education Research
VOCATIONAL GUIDANCE FOR OCCUPATIONAL EDUCATION

Student Survey

Part I

INSTRUCTIONS: Interviewers should complete Questions 1 through 10 by drawing a circle around the appropriate word on the answer sheet or by providing the requested information. If the student would prefer not to answer any of the questions, please leave it blank.

Remember that all responses are confidential, so do not indicate the student's name on the survey.

1. Are you a male or female?

   1. Male
   2. Female

2. What is your current grade level?

   1. 10th
   2. 11th
   3. 12th
   4. Post-Graduate

3. a. What is the occupation of the principal wage earner in your family? (Check as applicable)

		list
____	1. Professional (e.g., doctor, lawyer, teacher)	____
____	2. White collar managerial, or own business	____
____	3. Skilled worker (e.g., carpenter, electrician, secretary, etc.)	____
____	4. Unskilled worker or factory worker	____
____	5. Unemployed or on welfare	____

   b. Write Yes or No:

   ____ 1. There is more than one family member employed.

4. What was your last year's average grade for all subjects?

_____ 1. 90 or above (A or higher)

_____ 2. 80 to 89 (B or B+)

_____ 3. 70 to 79 (C or C+)

_____ 4. 65 to 69 (D or D+)

_____ 5. Below 65 (F or failure)

5. In which of the following areas will you receive your high school diploma?

_____ 1. General Program

_____ 2. Vocational or occupational (including business education)

_____ 3. College Preparatory or Academic

6. Do you plan on continuing your education after high school graduation?

_____ 1. Yes, in a four year college

_____ 2. Yes, in a two year college or institute

_____ 3. Yes, in another post-high school training program

_____ 4. Military

_____ 5. No

_____ 6. Undecided

7. Rate each of the following according to how helpful they were to you in choosing your major program during high school?

	Not Helpful	Somewhat Helpful	Very Helpful
1. Parents	_____	_____	_____
2. Relatives	_____	_____	_____
3. Friends	_____	_____	_____
4. Teachers	_____	_____	_____
5. Guidance Counselors or School Guidance Program	_____	_____	_____
6. Other (please indicate)	_____	_____	_____

FOR INDIVIDUAL OR GROUP STUDENT INTERVIEW

PART II

INSTRUCTIONS TO INTERVIEWER: Please read the following list of activities to the students and ask them to indicate to you whether or not they have participated in each of the activities during school by placing a check on the appropriate line.

If they actually did participate in a program, indicate whether it was "Not Helpful", "Helpful", or "Very Helpful" by placing a check on the appropriate line.

For example, if they heard a speaker from a college or university during an assembly program and felt the presentation was "Somewhat Helpful", you should record their responses as follows:

SPEAKERS AT THE SCHOOL

	Participated YES	NO	Not Helpful	Somewhat Helpful	Very Helpful
College or university (4 year)	____	____	____	____	____

If, on the other hand, you have never heard a speaker from the military or armed services, you would check "NO" and leave the remaining spaces blank as in the following example.

SPEAKERS AT THE SCHOOL

	Participated YES	NO	Not Helpful	Somewhat Helpful	Very Helpful
Military or armed forces	____	____	____	____	____

SPEAKERS AT THE SCHOOL

	Participated YES	Participated NO	Not Helpful	Somewhat Helpful	Very Helpful
Alumni from:					
a. home school	____	____	_____	_____	_____
b. BOCES occupational programs	____	____	_____	_____	_____
Business (e.g., banks, advertising agencies)	____	____	_____	_____	_____
Business or technical schools (1 or 2 years)	____	____	_____	_____	_____
SUNY community colleges and ag. and tech. institute (2 years)	____	____	_____	_____	_____
Teachers of High School occupational programs	____	____	_____	_____	_____
Military or armed forces	____	____	_____	_____	_____
Parents	____	____	_____	_____	_____
Plant or industrial representatives	____	____	_____	_____	_____
Skilled craftspeople about apprenticeships	____	____	_____	_____	_____
Union representatives	____	____	_____	_____	_____

Other (please list) _____ _____ _____	___	___	_____	_____	_____

GROUP VISITS

	Participated YES	Participated NO	Not Helpful	Somewhat Helpful	Very Helpful
TO:					
BOCES Occupational programs	___	___	_____	_____	_____
Business (e.g., banks advertising agencies)	___	___	_____	_____	_____
Business or technical schools (1 or 2 years)	___	___	_____	_____	_____
Colleges or universities (4 years)	___	___	_____	_____	_____
Community colleges (2 years)	___	___	_____	_____	_____
High school occupational programs away from your home high school	___	___	_____	_____	_____
Plant or industry tours	___	___	_____	_____	_____
Other (please list) _____ _____ _____	___	___	_____	_____	_____

OTHER SCHOOL PROGRAMS	Participated YES	Participated NO	Not Helpful	Somewhat Helpful	Very Helpful
Bulletin board information	___	___	___	___	___
Career education in academic classes	___	___	___	___	___
Career fairs or days	___	___	___	___	___
Current information about jobs	___	___	___	___	___
Day-in-industry (individual or small group)	___	___	___	___	___
Discussing jobs with students in class	___	___	___	___	___
Exploratory occupational programs (9th or 10th grades)	___	___	___	___	___
Films or other media on careers	___	___	___	___	___
Group counseling or guidance	___	___	___	___	___
Guidance occupational programs	___	___	___	___	___
Homeroom guidance activities	___	___	___	___	___
Individual counseling or guidance	___	___	___	___	___
Information obtained from aptitude testing	___	___	___	___	___

OTHER SCHOOL PROGRAMS

	Participated YES	Participated NO	Not Helpful	Somewhat Helpful	Very Helpful
Information obtained from interest testing	___	___	_____	_____	_____
Student survey of community jobs	___	___	_____	_____	_____
Vocational resource library	___	___	_____	_____	_____
Other (please list)	___	___	_____	_____	_____

_____
_____
_____

PERSONAL EXPERIENCES

Discussions with friends	___	___	_____	_____	_____
Discussions with relatives	___	___	_____	_____	_____
Parental advice	___	___	_____	_____	_____
Part-time jobs	___	___	_____	_____	_____
Personal reading and study	___	___	_____	_____	_____
Summer jobs	___	___	_____	_____	_____
Other (please list)	___	___	_____	_____	_____

THANK YOU FOR YOUR COOPERATION

Name of School

Bureau of Occupational Education Research
New York State Education Department in Cooperation with
The New York State Vocational Guidance Association
VOCATIONAL GUIDANCE FOR OCCUPATIONAL EDUCATION

School Guidance and Related Activities Checklist
Collect ONLY 1 form PER SCHOOL - can be composite

INSTRUCTIONS: School staff completing this form should complete each item as it applies to the school in which they spend the majority of their time. Individuals with district-level responsibilities should answer in regard to the total district.

The following information is requested:

COLUMN 1: Estimate the number of times the activity is conducted during a typical year. Print the letter "N" if the activity is not normally conducted at your school during a typical year.

COLUMN 2: If the activity is normally conducted at your school, estimate the approximate percentage of students which would participate in the activity during the year.

COLUMN 3: In regard to your students choices of an occupational major, rate the activity as "NOT HELPFUL", "SOMEWHAT HELPFUL", or "VERY HELPFUL" by placing a check on the appropriate line, IN YOUR JUDGMENT.

	COLUMN 1	COLUMN 2	COLUMN 3		
	No. of Times	Percent Participating	Not Helpful	Somewhat Helpful	Very Helpful
SPEAKERS AT SCHOOL					
Alumni from school	____	_____	_____	_____	_____
BOCES Occupational program	____	_____	_____	_____	_____
Businesses (e.g., banks, insurance companies)	____	_____	_____	_____	_____

	COLUMN 1	COLUMN 2	COLUMN 3		
	No. of Times	Percent Participating	Not Helpful	Somewhat Helpful	Very Helpful
SPEAKERS AT THE SCHOOL (continued)					
Business or technical schools (1 or 2 years)	____	_____	_____	_____	_____
Colleges or universities (4 years)	____	_____	_____	_____	_____
Community colleges (2 years)	____	_____	_____	_____	_____
High school occupational programs	____	_____	_____	_____	_____
Military or armed forces	____	_____	_____	_____	_____
Parents	____	_____	_____	_____	_____
Plant or industry representatives	____	_____	_____	_____	_____
Skilled craftspeople about apprenticeships	____	_____	_____	_____	_____
Union representatives	____	_____	_____	_____	_____
Other (please list)	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____

	COLUMN 1	COLUMN 2	COLUMN 3		
	No. of Times	Percent Participating	Not Helpful	Somewhat Helpful	Very Helpful
GROUP VISITS					
BOCES occupational programs	____	_____	_____	_____	_____
Businesses (e.g., banks, insurance companies)	____	_____	_____	_____	_____
Business or technical schools (1 or 2 years)	____	_____	_____	_____	_____
Colleges or universities (4 years)	____	_____	_____	_____	_____
Community colleges (2 years)	____	_____	_____	_____	_____
High school occupational programs	____	_____	_____	_____	_____
Plant or industry tours	____	_____	_____	_____	_____
Other (please list)	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____

OTHER SCHOOL PROGRAMS, See Page 4

	COLUMN 1	COLUMN 2	COLUMN 3		
	No. of Times	Percent Participating	Not Helpful	Somewhat Helpful	Very Helpful
OTHER SCHOOL PROGRAMS					
Bulletin board information	____	_____	_____	_____	_____
Career education in academic classes	____	_____	_____	_____	_____
Career fairs or days	____	_____	_____	_____	_____
Current information about jobs	____	_____	_____	_____	_____
Day-in-industry (individual or small group)	____	_____	_____	_____	_____
Discussing jobs with students in class	____	_____	_____	_____	_____
Exploratory occupational programs (9th or 10th grades)	____	_____	_____	_____	_____
Films or other media on careers	____	_____	_____	_____	_____
Group counseling or guidance	____	_____	_____	_____	_____
Guidance occupational programs	____	_____	_____	_____	_____
Homeroom guidance activities	____	_____	_____	_____	_____
Individual counseling or guidance	____	_____	_____	_____	_____

	COLUMN 1	COLUMN 2	COLUMN 3		
	No. of Times	Percent Participating	Not Helpful	Somewhat Helpful	Very Helpful
OTHER SCHOOL PROGRAMS (continued)					
Visits to post-high educational institutions (individual)	____	_____	_____	_____	_____
Student survey of community jobs	____	_____	_____	_____	_____
Vocational resource library	____	_____	_____	_____	_____
Other (please list)	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
PERSONAL EXPERIENCE					
Discussions with friends	____	_____	_____	_____	_____
Discussion with relatives	____	_____	_____	_____	_____
Parental advice	____	_____	_____	_____	_____

	COLUMN 1	COLUMN 2	COLUMN 3		
	No. of Times	Percent Participating	Not Helpful	Somewhat Helpful	Very Helpful
PERSONAL EXPERIENCES					
Part-time jobs	____	_____	_____	_____	_____
Personal reading and study	____	_____	_____	_____	_____
Summer jobs	____	_____	_____	_____	_____
Other (please list)	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____

Name of Person Completing Form Title School District

Name of Field Data Signature Date

Name of School

Bureau of Occupational Education Research
New York State Education Department in Cooperation
with the New York State Vocational Guidance Association

VOCATIONAL GUIDANCE FOR OCCUPATIONAL EDUCATION

COUNSELOR, DIRECTOR OF GUIDANCE OR ASST. PRINCIPAL SURVEY FORM
Program Development, Administration and Supervision
ONLY ONE PER SCHOOL

INSTRUCTIONS: Rate each of the items listed below in terms of your perception of its usefulness in assisting students to make decisions in regard to an occupational education program. The items should be rated as they apply to the total guidance program in your school.

Use the following scale to respond to each statement. Write the number of your answer in the space provided.

SCALE

1. Very Useful
2. Useful
3. Not Useful
4. Not Relevant

____ 1. . . . completing a philosophy statement and developing district goals in regard to vocational guidance with the approval of the board of education.

____ 2. . . . developing a vocational counseling program with the cooperative effort of the professional staff.

____ 3. . . . involving parents, pupils, community agencies and organizations in planning and developing a vocational guidance program.

____ 4. . . . formulating clearly written objectives and procedures for the program.

____ 5. . . . coordinating the vocational counseling program with other guidance services.

____ 6. . . . evaluating the total vocational guidance program and assisting staff members to evaluate their contributions to the program.

____ 7. . . . devoting more time during recent years to vocational counseling with individuals and small groups of students.

SCALE

1. Very Useful
2. Useful
3. Not Useful
4. Not Relevant

_____ 8. . . . placing greater emphasis on vocational counseling in recent years.

_____ 9. . . . helping pupils develop greater ability to cope with difficulties, solve problems and make decisions.

_____ 10. . . . developing more efficient methods of record keeping in regard to vocational counseling.

_____ 11. . . . collecting relevant information concerning the student's background.

_____ 12. . . . using available data-processing equipment for facilitating the processing of pupil data.

_____ 13. . . . assisting pupils and their parents to relate the pupil's interests, aptitudes and abilities to current and future occupational requirements and opportunities.

_____ 14. . . . collecting information concerning careers and opportunities for post-high school training.

_____ 15. . . . developing an effective dissemination program for vocational and occupational information.

_____ 16. . . . assisting pupils and parents to understand procedures for making job applications.

_____ 17. . . . assisting pupils who have withdrawn or who have graduated from high school in vocational planning.

_____ 18. . . . identifying pupils with special needs which require the services of a referral agency.

_____ 19. . . . establishing relationships with referral agencies which assist students with special needs (e.g., Office of Vocational Rehabilitation, Social Security Office, Commission for the Blind).

_____ 20. . . . placing greater emphasis on vocational counseling with students with special needs.

_____ 21. . . . helping pupils and parents make long-range plans of study for high school and assuming responsibility for periodic review and revision of such plans.

_____ 22. . . . conferring with personnel directors and visiting training institutions and industries concerning occupational placements and training.

SCALE

1. Very Useful
2. Useful
3. Not Useful
4. Not Relevant

_____ 23. . . . maintaining pupil records with appropriate consideration of legal and ethical issues regarding confidentiality.

_____ 24. . . . providing parents with information about school policies and procedures, course offerings, occupational opportunities, requirements, and resources.

_____ 25. . . . participating in inservice training programs and staff meetings to describe the role of the counselor in regard to vocational guidance.

_____ 26. . . . assisting teachers to obtain and use occupational materials in their instructional programs.

_____ 27. . . . developing procedures and activities for a variety of classroom group guidance experiences related to occupational preparation.

_____ 28. . . . serving in a public relations capacity by interpreting the vocational guidance program to the community.

_____ 29. . . . developing procedures and activities for a variety of classroom group guidance experiences related to occupational preparation.

_____ 30. . . . conducting follow-up studies of pupils who have withdrawn from school before graduation to determine their level of occupational success.

_____ 31. . . . conducting follow-up studies of pupils who have graduated to determine their level of occupational success.

_____ 32. . . . evaluating specific components of the vocational guidance program.

_____ 33. . . . serving in a public relations capacity by interpreting the vocational guidance program to the community.

_____ 34. . . . examining occupational trends in the community, region and state.

_____ 35. . . . participating in programs of civic organizations and other community groups to clarify the vocational guidance and occupational education programs of the school.

_____ 36. . . . preparing or furnishing information or articles for school and community publications, radio and/or television programs.

In the spaces that follow add and rate any other activities which you feel are appropriate.

____ 37. _____

_____

_____

_____

_____

____ 38. _____

_____

_____

_____

_____

Bureau of Occupational Education Research
New York State Education Department in Cooperation with
The New York State Vocational Guidance Association

VOCATIONAL GUIDANCE FOR OCCUPATIONAL EDUCATION
FIELD DATA COLLECTOR NARRATIVE REPORT

Include any positive or negative reactions you had toward the vocational guidance program in the school you visited. Be specific and give examples whenever possible. Also include any additional comments you feel would be appropriate concerning the program. Additional sheets may be used if necessary. Complete a narrative report for each school visited. USE AS APPLICABLE

DESCRIPTION OF SCHOOL AND STUDENT BODY:

DESCRIPTION OF COMMUNITY:

ADDITIONAL COMMENTS:

School District Visited	School	Person(s) Interviewed

Field Data Collector	Signature	Date

Bureau of Occupational Education Research
New York State Education Department in Cooperation with
The New York State Vocational Guidance Association

VOCATIONAL GUIDANCE FOR OCCUPATIONAL EDUCATION

Administrator or Counselor Interview Schedule

Obtain 1 for H.S. Occupational and 1 for Post Secondary Occupational Choice Levels per School

INSTRUCTION: This interview schedule should be used by all field data collectors involved in the study "Vocational Guidance for Occupational Education." Ask each question in sequence and record the response immediately after it is given.

Additional questions may be asked after the schedule has been completed. These questions should be recorded, in addition to the responses.

Question #1. At what grade level does a student typically make a decision to major in an occupational area in your school or (BOER) area?

Question #2. Are the parents normally involved in the placement conference? (If the answer is "yes", ask) To what extent, or more specifically, how are they involved?

Question #3. What types of data are used in making the placement? For example, what tests are used, how important are grades, and what about teacher recommendation?

Question #4. Is this placement decision reviewed periodically with the student? (If the answer is "yes", ask) How frequently is this done?

Question #5. Have you conducted follow-up studies of your vocational graduates? (If the answer is "yes", ask) When was this last done, and roughly, what percentage of the graduates were working in jobs related to their area of training?

Question #6. Do you have any other comments to make concerning your vocational guidance or occupational education program? (After recording any responses, the field data collector may ask any additional questions. Additional sheets of paper may be used. After all questioning is completed, thank the individual for his/her cooperation).

Additional Questions: Include any additional questions and a summary of the responses in the following space.

_____

Name of Person Interviewed Title School District

_____

Name of Field Data Collector Signature Date

Appendix C

Test Identification

PSAT - Preliminary Scholastic Aptitude Test

ACT - Aptitude Classification Tests

SAT - Stanford Achievement Tests

State Regents - Regents Scholarship Examinations

DAT - Differential Aptitude Tests

ADVAB - Armed Service Vocational Aptitude Battery

VIESA - Vocational Interest, Experience and Skill Assessment

Kuder - Kuder Preference Record

Strong - Strong Cambell Interest Inventory

Hall Occupational Orientation Inventory

Harrington-O'Shea Interest Inventory

IOWA - Test of Basic Skills